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for Education

The education and training professionals survey

Research report

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Glossary

Word/acronym	Name in full	Description
Academic learning programme		This refers to academic programmes of study such as GCSEs and A levels.
ACL provider	Adult and Community Learning provider	Education and training provided predominantly through local authorities to adult learners.
AEB	Adult Education Budget	Funds education and training for adults aged 19 and over, includes qualifications in basic English, maths and digital.
AELP	Association of Employment and Learning Providers	National membership organisation whose members focus on the delivery of apprenticeships, trainees and programmes.
CATI	Computer-Assisted Telephone Interviewing	Telephone interviews carried out using screen-based questionnaires.
CSS	College Staff Survey (2018)	A study published by DfE looking at improving workforce data in further education (FE) based on surveys and questionnaires returned by leaders, teachers and college staff in general FE and specialist colleges only.
ESFA	Education and Skills Funding Agency	An executive agency sponsored by the DfE with responsibility for funding education and skills for children, young people and adults.
ETF	The Education and Training Foundation	Workforce development body for the Further Education and Training Sector
ETP	Education and Training Professionals	The collective of staff in-scope for the Education and Training Professionals Survey, that is teaching and assessment staff and leaders working for ITPs, and teachers/tutors and leaders working for SFCs and ACL providers.
FE	Further Education	Continued learning after the age of 16, excluding post-18 education delivered by higher education institutions such as universities.
HOLEX	HOLEX is a trading name of the Association of Adult Education and Training Organisations (AAETO).	The lead sector professional membership body for adult community education and learning.
HR	Human Resources (manager)	The person or department in an organisation that is tasked with overseeing all aspects relating to staffing including recruitment, contracts, pay and conditions, performance review and management.

ITP	Independent Training Provider	Also known as independent learning providers, these are private organisations delivering education and training, in receipt of funding from government bodies to support delivery of that training. Most ITPs are part funded by government bodies.
Leaders		As in the CSS, leaders are defined as 'senior managers', including managing directors and principals, as well as 'middle and junior managers', such as those who have a responsibility for managing a department, division or team.
Non-academic learning programme/ other types of provision		This refers to vocational courses of study such as apprenticeships, traineeships, 16-19 study programme, functional skills, T levels as well as more general courses such as ESOL, preparation for work, life skills and community learning.
QTLS	Qualified Teacher Learning and Skills	Professional certification for post-16 education and training
QTS	Qualified Teacher Status	Professional certification for teachers
Sessional contracts		A sessional contract is where an employee is taken on to deliver teaching on a term- or semester-only basis. It's a variation on a part-time contract.
SFC	Sixth Form College	Educational institution delivering courses for 16-19 year olds, which may be vocational, academic or a mixture of the two.
SFCA	Sixth Form Colleges Association	Sector body representing Sixth Form Colleges.
SIR	Staff Individualised Record Data Insights	Gathers strategic workforce data across the FE and skills sector.
Staff		This phrase is used in this report to describe the grouping of all teaching staff and leaders.
Teachers/tutors		This phrase is used in this report to refer to teaching, training and assessment staff working in SFCs or ACL providers, based on the most common way they described themselves in the survey.
Teaching staff		This phrase is used in this report to refer to (a) teaching, training and assessment staff working in ITPs, as staff working for ITPs were more varied in how they described themselves compared with the other provider types and the phrase is used as over-arching description covering

		teachers/ tutors, trainers/ assessors, and (b) all staff involved in teaching, training or assessment of learners across all three provider types.
Vocational programme		This refers to vocational courses of study such as apprenticeships, traineeships, 16-19 study programme, function skills, T levels.

Executive Summary

Introduction, background and methodology

Transforming the Further Education (FE) sector is at the heart of government plans to improve social mobility, raise productivity and increase economic growth through improving technical skills (traditionally delivered through FE) to strengthen the nation's industrial base and performance. With this in mind, the Department for Education (DfE) commissioned IFF Research to deliver the Education and Training Professionals (ETP) Survey 2019. All Independent Training Providers (ITPs), Adult and Community Learning (ACL) providers and Sixth Form Colleges (SFCs) receiving funding from the Education and Skills Funding Agency (ESFA) in England were in-scope for the research.¹

The study addresses the evidence gap on workforce data available to DfE and the wider sector on teaching staff and leaders in ITPs, ACL providers and SFCs in England. It also provides insights into the experience, qualifications and expectations of teachers and leaders in these parts of the FE sector and explores recruitment and retention issues. It is based on a similar survey of teachers and leaders conducted among general and specialist FE colleges and their staff in the College Staff Survey in 2018.²

The research involved two components: a telephone survey of Human Resource (HR) managers or their equivalents, such as a senior manager with responsibility for staffing issues; and an online survey of other leaders and of teaching staff. Leaders were defined as those members of staff who selected 'senior management team' or 'middle and junior manager', which included managers of 'departments, divisions, units, teams or functions'. Teaching staff in SFCs and ACL providers most commonly used the terms 'teacher or tutor' to describe their role, whereas ITPs appeared to deploy a greater range of titles including 'teacher or tutor', 'trainer or instructor' and 'specialist assessor or verifier'. Given the range of descriptions used by staff in ITPs, the report uses the over-arching phrase 'teaching staff' to refer to any member of staff involved in teaching or assessing students in ITPs.

The main stage was informed by cognitive testing and piloting between April and July 2019. Fieldwork began in August 2019 (in ITPs) and September 2019 (in ACL providers and SFCs) and finished in November 2019. In total, 582 providers took part in the organisation-level survey, giving an overview of their staff numbers and contractual composition, deployment across programme and subject areas, and recruitment issues.

¹ Employer-providers were excluded: these are employers which deliver publicly funded training programmes such as apprenticeships, in-house.

² <https://www.gov.uk/government/publications/college-staff-survey-2018>

This represents 50% of the population of ESFA-funded providers in the relevant sub-sectors, comprising of 473 ITPs, 78 ACL providers and 31 SFCs. For the online survey, 1,303 individual members of teaching staff and/or leaders took part. The staff data has been weighted to account for non-response amongst different staff characteristics (where relevant).

Composition of the ITP, ACL and SFC workforces

By contract of employment

ITPs have a larger population of teaching staff than ACL providers or SFCs, with a higher ratio of leaders to teachers, although this is likely to reflect that there are considerably more ITPs in absolute numbers. In terms of the total population of teachers and leaders (across all providers), the study estimates there are 27,810 working in ITPs; 15,500 in ACL providers; and 8,090 in SFCs.

The majority of staff in ITPs and SFCs were employed on a full-time contract, unlike in ACL providers where the nature of the provision is quite different, reflected in a much higher proportion of staff employed on sessional contracts.

Approximately three in five contracts issued in ITPs and SFCs were full-time (64% and 60% respectively), in comparison to around one in five (18%) for ACL providers. Almost two in five contracts issued in SFCs were part-time (37%), higher than in ACL providers (29%) and ITPs (22%).

ACL providers issued a much greater proportion of sessional/ flexible hours contracts (53% versus 13% for ITPs and 3% for SFCs). This reflects the nature of their provision, which is often delivered as evening classes or in short part-time courses.

By provision type

ITPs and ACL providers were the most likely to offer some type of vocational or other non-academic course. ITPs mainly offered functional skills (English, mathematics or IT) embedded within another learning programme (89%), and apprenticeships (86%).

ACL providers were most likely to provide other types of courses such as community learning (92%) and Adult Education Budget (AEB) provision (90%), as might be expected given their remit.

SFCs were the most likely of the three provider types to offer academic qualifications with 94% offering AS/ A levels (compared with 5% among ACL providers and just 1% for ITPs). Slightly fewer SFCs offer GCSEs (84%), which were offered by smaller proportions of ACL providers (56%) and ITPs (9%).

Of the three provider types, ACL providers were more likely to offer 'other accredited academic qualifications' (22%).

By demographics

Teaching staff working in SFCs tended to be more likely to be aged up to 34, whereas teachers working for ACL providers tended to be older (in particular, they were more likely than those in other provider types to be aged 55 or over), with the age profiles for ITPs falling in-between. All three provider types, particularly ACL providers, employed more women than men. The difference was statistically significant across all three provider types.

More than nine out of ten staff working in ITPs and SFCs were White/ White British (93% and 92% respectively), declining to 84% in ACL providers. ACL providers employed more staff from the EU (6%) compared with SFCs (3%) and ITPs (1%).

Employment and deployment of the teaching, training and assessment workforce

In line with the key types of provision offered within each type of provider, teaching staff at ITPs were most likely to deliver apprenticeships (74%), while at ACL providers they were most likely to deliver AEB provision (55%), and at SFCs to deliver academic qualifications – including 85% delivering A levels and 14% delivering GCSEs.

The most common method of assessment conducted by teaching staff in ITPs and ACL providers was using a portfolio of evidence (mentioned by 82% and 54% respectively), while the most common assessment method at SFCs was written examination (76%), reflecting differences in the types of provision they offer. For example, A level provision, which relies more on written examinations, was heavily concentrated in SFCs compared with the other two types of provider.

Salary, qualifications and prior industry experience

Full-time teachers/tutors and leaders in SFCs had a higher salary, on average, than full-time teaching staff and leaders working in ACL providers and ITPs. The average reported salary for full-time teaching staff (excluding leaders) was £18,229 in ITPs, £17,118 in ACL providers and £29,458 in SFCs.

Teaching staff in ACL providers and SFCs were most likely to already hold a teaching qualification (97% and 96% respectively, compared with 85% in ITPs). Those in ITPs were more likely to indicate they did not have a teaching qualification but were currently working towards one (10%).

Teachers/tutors in SFCs were the most likely to hold qualified teacher status (QTS) and a teaching qualification at Level 7 (86%), such as a Postgraduate Certificate in Education (PGCE). By contrast, the majority (64%) of teaching staff in ITPs had a teaching qualification at Level 3 or 4. The most common highest teaching qualification among ACL teachers/tutors was at Level 7 (38%).

Reflecting their greater likelihood to be engaged in delivering vocational programmes such as apprenticeships, teaching staff in ITPs had, on average, a greater amount of industry experience. Almost two-thirds (62%) of teaching staff in ITPs had prior industry experience, compared with 37% in ACL providers and 36% in SFCs.

Views of working in the education and training sector

The majority of teaching staff and leaders were satisfied with working in education and training. Satisfaction was particularly high for ITPs and ACL providers with 77% of teaching staff and leaders being very or fairly satisfied. This figure was 65% for teaching staff and leaders in SFCs. Satisfaction with opportunities for career development in their sector was much higher among staff in ITPs (73%) than among those in ACL providers (59%) and SFCs (50%).

Helping learners to reach their potential was the most commonly mentioned reward of working in education and training; this was raised by 66% of teaching staff and leaders working in ITPs, 56% of staff in ACL providers and 49% of SFC staff. The most common challenge raised across all three provider types was workload. This was a particular issue raised by staff in SFCs (69%) but it was also mentioned by over two-fifths of staff working for ACL providers (42%) and over one-third of those working in ITPs (37%). The second most common reward mentioned for ITPs was helping learners progress in their careers (38%), whereas staff in SFCs were most likely to mention intellectual rewards such as 'passing on knowledge' or 'opportunity for personal development'

Around one in four teaching staff said they were likely to leave the sector in the next 12 months (22% in ACL providers and ITPs, and 26% in SFCs). Around one in five leaders also said they were likely to leave (21%). While not all staff who may be considering leaving will actually go on to do so, this represents a considerable challenge for retention. That said, both of these figures are lower than for the equivalent staff in FE colleges (42% and 33% respectively).

Recruitment and retention

ITPs had the highest overall vacancy rate at the time of the survey (23%, compared with 11% in ACL providers and 2% in SFCs). This means that approaching one in four ITPs had at least one vacancy at the time that they were interviewed. While this is

considerably higher than ACL providers and SFCs, it may partly reflect the timing of the fieldwork. Interviewing with ITPs began in August whereas SFCs and ACL providers did not start until September.

Amongst ITPs, construction was reported as the most difficult subject to recruit for, mentioned by 68% of ITPs. This was followed by 'engineering and manufacturing' (67%), 'digital/IT' and 'legal, finance and accounting' (both areas mentioned by 59% of ITPs).

For ACL providers, recruitment difficulties reflected the subject areas where they were most likely to report vacancies, with standalone numeracy, ESOL and standalone literacy reported as being most difficult to recruit in. For SFCs, physics was the most difficult subject to recruit in (65%) followed by mathematics (50%) and chemistry (45%).

Providers were asked how the recruitment process had changed over the previous three years. It would appear that there have been persistent challenges around recruitment, with all three provider types more likely to disagree that the numbers and quality of applications have increased over the last three years. However, providers were consistently less negative than those in the College Staff Survey.

1. Introduction

This report presents findings from the Education and Training Professionals (ETP) Survey 2019, conducted by IFF Research on behalf of the Department for Education (DfE). The first strand involved a provider-level telephone survey of Human Resources (HR) managers or equivalent senior staff in Independent Training Providers (ITPs), Sixth Form Colleges (SFCs) and Adult and Community Learning (ACL) providers. This encompassed a broad range of questions on the employment and deployment of their teaching, training and assessment staff. The second strand involved an online survey of teaching staff and leaders (who had not already taken part in the telephone survey), about their contractual arrangements and experiences of working in the sector. This survey was administered online, among providers who had taken part in the organisation-level survey and agreed to disseminate the survey link. A summary report focusing on the key findings among ITP will be published following the publication of this report, but due to the lower volumes of staff responses from SFCs and ACL providers, there are no equivalent reports for those sub-sectors.

1.1 Background to this research

Transforming the Further Education (FE) sector is at the heart of government plans to improve social mobility, raise productivity and increase economic growth. The Productivity Plan (2015)³, the Post-16 Skills Plan (2016)⁴ and the Industrial Strategy (2017)⁵ all highlight the importance of improving investment in technical skills (traditionally delivered through FE) to strengthen the nation's industrial base and performance. In line with this vision, the FE sector is facing major reforms and challenges, including:

- structural and system-level changes following the area review programme, which has included considerable rationalisation through mergers and an overall decrease in full-time equivalent (FTE) teaching staff within colleges in particular⁶;
- various initiatives to increase quality, such as the Strategic College Improvement Fund and the National Leaders of Further Education Project;
- extensive changes to the design and funding of apprenticeships, in particular the introduction of the Apprenticeship Levy in 2017 and the move from apprenticeship

³ <https://www.gov.uk/government/publications/fixing-the-foundations-creating-a-more-prosperous-nation>

⁴ <https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf

⁶ <https://www.et-foundation.co.uk/wp-content/uploads/2020/06/SIR27-REPORT-FOR-PUBLICATION.pdf>

frameworks to standards, which will be complete by summer 2020, and preparing for the introduction of T levels from September 2020 onwards. These have attendant impacts on staffing levels and skills needs, including the need for staff with up to date industry knowledge and strong links with employers; and

- responding to the implications of the transition to the UK's new relationship with the European Union for the FE workforce.

All these changes have considerable implications for the FE workforce, which has faced long-standing recruitment and retention difficulties. DfE has commissioned a wide-ranging programme of research to provide a richer evidence base for the FE sector, to inform policy development. As part of this programme, the College Staff Survey (CSS)⁷, published in December 2018, focused on staffing within general and specialist FE colleges, and revealed that some of the most difficult areas for recruitment and retention were construction, engineering and manufacturing, and digital/IT (all areas where the new T level qualifications are being rolled out).

There is a need to collect similar workforce data on the other parts of the sector to ensure a complete and balanced picture for workforce planning across FE, in the light of the sector-wide nature of reforms. This applies to FE delivered through SFCs, ACL providers and ITPs. Data from the most recent Staff Individualised Record (SIR) collated by the Education and Training Foundation (ETF), published in 2020⁸, received returns from 6 SFCs, 40 local authority ACL providers, and 27 ITPs. Responses from that part of the sector to the DfE's Call for Evidence⁹ on workforce data collection and to the ETF's Training Needs Analysis¹⁰ were relatively low. This evidence gap is critical for the FE sector overall, as these providers comprise a key part of the education and skills system.

To address this need over the longer-term, DfE has announced its intention to implement with an annual, FE workforce data collection that will be delivered by the Education and Skills Funding Agency (ESFA) from the 2020/21 academic year. Data returns will be mandatory for providers within scope from the second year of collection onwards (the 2021/22 academic year). These changes will give FE workforce data the same status as that of schools and higher education, where DfE has near full coverage across its workforce datasets and participation is universal.

⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757829/College_Staff_Survey_2018_main_report.pdf

⁸ <https://www.et-foundation.co.uk/wp-content/uploads/2020/06/SIR27-REPORT-FOR-PUBLICATION.pdf>

⁹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803446/20190516_DfE_Call_for_Evidence_-_Summary_Report.pdf

¹⁰ https://www.et-foundation.co.uk/wp-content/uploads/2018/04/1331_Training-Needs-Analysis-Final-.pdf

1.2 Aims and objectives

The overarching aim of this research was to generate insights into the experiences, qualifications and expectations of teaching staff and leaders within ITPs, SFCs and ACL providers across England. The specific objectives of this survey were to examine:

- The composition and background of leaders and of the teaching staff, including how this varies across providers, types of provision etc;
- The qualifications, skills and experience of teaching staff and leaders – from industry and teaching perspectives;
- The perceived highlights and lowlights of working in the education and training sector;
- Future intentions to remain in or leave the sector; and
- The extent of any recruitment difficulties and any subject areas where providers find it particularly difficult to fill vacancies.

1.3 Methodology

This section provides an overview of the methodology for the research, which involved a Computer-Assisted Telephone Survey (CATI) with HR managers or their equivalents in providers, and an online survey distributed to relevant teaching staff and managers, where the provider agreed to do so. Further details are provided in the accompanying technical report.

1.3.1 Questionnaire development

Drawing heavily on the design of the CSS questionnaire, a survey was developed which included tailored routing based on the following respondent types:

- HR managers or their equivalent if there was no dedicated HR function, such as managers with overall responsibility for staffing and recruitment;
- Senior leaders – defined as senior or management or middle/ junior management with responsibilities for departments, divisions, units, teams or functions; and
- Teaching staff – categories offered were ‘teacher or tutor, not including those who have a pastoral role’, ‘trainer or instructor’, ‘specialist assessor or verifier’.

The questionnaire was structured as follows:

- Establishing role in provider (all participants);
- Overall staff levels (for staff with HR responsibility – CATI only)
- Recruitment and retention challenges (for staff with HR responsibility – CATI only);

- Qualifications, status and teaching role (for teaching staff – online);
- Tenure and previous experience (for leaders and teaching staff - online);
- Other current roles (for teaching staff – online);
- Views on working in FE (for leaders and teaching staff - online);
- Demographics (for leaders and teaching staff - online);
- Re-contact permissions (all participants – CATI / online).

1.3.2 Feasibility testing and piloting

The cognitive testing and piloting stage was conducted between April and July 2019. There were two broad objectives for the feasibility stage. First, the survey has to speak to three different audiences (ITPs, SFCs, ACL providers) simultaneously, while maintaining comparability with the CSS as far as possible. While there are similarities between these audiences, there are also key differences in terms of the types and sizes of providers, the range of learning programmes they offer, the terminology they use, and the staffing issues they face. The second broad objective was to test the overall research design. This included contacting in advance a sample of the three provider types by email (sent out by DfE) explaining the research and encouraging co-operation; piloting the HR interviews by telephone, as intended with the main stage, among 30 providers; and piloting the online staff survey in a sample of providers who had agreed to do so.

1.3.3 Sample

DfE provided IFF with a list of all of ITPs, ACL providers (predominantly local authorities)) and SFCs sourced from the Education and Skills Funding Agency (ESFA). The original sample lacked telephone numbers for approximately 700 records, which were populated through a combination of automated telephone tracing and manual internet searches. For SFCs, contact details and phone numbers were matched in using the DfE's Getting Information About Schools (GIAS) database.

During the sample cleaning and through initial contact with providers, it became apparent that the original sample contained a number of records for large employers who operate their own training programmes (mainly apprenticeships). In consultation with the DfE it was decided to exclude these businesses from the sample, as their primary sector is not further education. In total, 175 such employers were removed from the sample as being ineligible. This provided an in-scope sample of 1,170 providers in total.

1.3.4 Fieldwork

The main stage of the research was launched in August 2019 (in ITPs) and in September 2019 (in SFCs and ACL providers, which were more likely than ITPs to be closed over the summer holiday period). Fieldwork finished in mid-November (among providers) and at the end of November (among staff).

In total, 582 providers took part in the survey at organisational level, a response rate of 50%. This comprised of 473 ITPs, 78 ACL providers and 31 SFCs. For the online survey, 1,303 individual members of teaching staff and/or leaders took part, representing a response rate of 22% among those providers confirmed to have disseminated the survey link. More detailed information on the methodology, including response rates and how these are calculated, is in the technical report.

1.4 Analysis and reporting

1.4.1 Weighting

The data at provider-level is unweighted. The profile of the providers who took part in the survey was compared with the population by region (based on the recorded address for that provider) and size (using the amount of ESFA funding as a proxy measure for this, seeing as there is no comprehensive data on the number of teaching staff in the sector). While there were some minor differences by region, it was agreed that weighting was unnecessary given that the profile of the achieved sample was close enough to the known profile.

The staff data was compared with the known profile of staff (using figures from the provider-level HR survey). This identified that part-time staff and those on non-permanent contracts had been less likely to participate in the research, and weighting was therefore applied by contract type, within each type of provider, to correct for this. The population figures used to calculate the weights were derived from the HR-level provider survey.

1.4.2 The structure of this report

The remainder of this report is structured as follows:

- Chapter 2 presents a detailed profile of teaching staff and leaders working in ITPs, ACL providers and SFCs. It explores staff population estimates and their demographic background;
- Chapter 3 explores how leaders and teaching staff working in all the three provider types are employed and deployed within the institutions they work, including what

types of provision and assessment they deliver, working hours, and contractual arrangements;

- Chapter 4 examines salary levels, qualifications (including qualified teacher status), and prior industry experience;
- Chapter 5 explores the views of leaders and teaching staff on working in education and training, specifically looking at job satisfaction, satisfaction with career development, and what people viewed as the best and most challenging aspects of working in the sector; and
- Chapter 6 focuses on recruitment and retention. It looks at the distribution of vacancies and how much supply staff are used to help fill them. The section concludes by looking at how recruitment has changed over the past three years.

1.4.3 Interpreting the data in this report

Differences between sub-groups are reported only when they are both statistically significant and relevant to the research objectives. In addition, the following conventions apply to how the data is reported and should be borne in mind when interpreting the findings:

- Statistical significance has been applied at the 95% confidence interval;
- Some figures are based on very small base sizes and the finding should be viewed as indicative only – these are flagged in the text and in the base of the tables;
- Percentages for single-response questions may not always add up to exactly 100% because of rounding;
- Where respondents have given multiple responses to a question, the sum of the individual responses may be greater than 100%;
- Asterisks (*) are used in tables and figures where a response was given by more than one respondent, but the proportion is less than 0.5% of all responses and would otherwise be rounded down to 0s;
- Population estimates have been rounded to the nearest 10; and
- Providers were asked to report headcount rather than Full-Time Equivalents (FTEs) in line with CSS methodology.

2. Composition of the ITP, ACL and SFC workforces

This chapter presents a detailed profile of teaching staff and leaders working in ITPs, ACL providers and SFCs. It explores staff population estimates and the demographic background of teaching staff and leaders working in these providers based on information from the survey of providers. It also explores the demographic profile of teaching staff and leaders using data collected from the staff survey. The findings show that:

- In terms of absolute numbers, ITPs have a larger population of teaching staff (9,270) than teachers/tutors in ACL providers (6,220) or SFCs (3,300), with a higher ratio of leaders to teachers, though this is likely to reflect that there are considerably more ITPs;
- The majority of staff in ITPs and SFCs are employed on a full-time contract (64% and 60% respectively), unlike ACL providers (18%) where the nature of the offer of provision is quite different, reflected in a much higher proportion of sessional contracts;
- Teachers/tutors working in SFCs tend to be at the younger end of the age spectrum with a higher proportion of staff aged up to 34 (30%) compared with teaching staff in ITPs (20%) and teachers/tutors in ACL providers (7%). In contrast, teachers/tutors working for ACL providers tend to be older with almost half aged 55 and over (48%), considerably higher than teaching staff in ITPs (26%) and teachers/tutors in SFCs (18%). All the provider types employ more women than men, especially ACL providers (88%), compared with SFCs (64%) and ITPs (63%).

2.1 Population estimates from the providers survey

The population for all teaching staff plus leaders working in ITPs who took part in the survey was estimated to be 13,620; for ACL providers it was estimated to be 7,760; and for SFCs it was estimated at 4,290 (all figures are rounded to the nearest 10). All figures are presented in terms of headcount rather than Full-Time Equivalent (FTE); see Table 2.1.¹¹

Teaching staff constituted 68% of the workforce for ITPs, rising to 77% for teachers/tutors working in SFCs and 80% for ACL providers. In contrast, ITPs had the highest proportion of leaders with almost one in three staff holding some form of leadership or management position (32%). To put this in context, there are more ITPs in absolute terms, and they

¹¹ This way of presenting the figures ensures comparability with the findings from the CSS.

are smaller, but each need at least one equivalent of a Managing Director or Chief Executive. Consequently, the ratio of managers to teaching staff is smaller than for the other provider types. This figure fell to one in four among SFCs (23%) and one in five among ACL providers (20%). The CSS, in comparison, found a higher proportion of teachers (88%) and a lower proportion of managers (12%) in FE colleges.¹² All estimates in Table 2.1 have been rounded to the nearest 10.

Table 2.1: Population estimates of teachers and leaders in participating providers

	ITP		ACL		SFC	
	Population estimate (N)	Proportion of all teachers and leaders (%)	Population estimate (N)	Proportion of all teachers and leaders (%)	Population estimate (N)	Proportion of all teachers and leaders (%)
All teachers and leaders	13,620	100%	7,760	100%	4,290	100%
All leaders	4,350	32%	1,540	20%	990	23%
Heads of faculty/ subject	1,410	10%	460	6	460	11%
Staff governors	1,080	8%	380	5%	120	3%
Other leaders/ managers	1,860	14%	700	9	410	10
All teachers	9,270	68%	6,220	80%	3,300	77%
Supply staff	2,120	23%	680	11%	60	2%

Base: all HR respondents (ITP 473, ACL 78, SFC 31), Population estimates have been rounded to the nearest 10. B5 How many staff currently work for <provider> in the following leadership or management roles? B6. How many teaching, training or assessment staff hold a current contract for <provider>? B7. How many supply staff currently teach or deliver training or assessment in <provider>?

¹² [CSS main report p.27](#)

Based on the figures for providers that took part in the survey, it is possible to estimate the total population of teaching staff and leaders for each provider type. These have been calculated using the organisational response rate for each provider type (SFCs – 53%, ACL providers – 50% and ITPs – 49%) to determine what the wider population sizes would be for leaders and teaching staff – assuming that the providers who took part in the survey are representative of the total population. As no definitive data exists on the total population of these sectors it is not possible to say how representative the achieved sample is. Analysis based on regional spread and size, using ESFA funding as a proxy measure where available, suggests that the achieved sample shares similar characteristics to the original ESFA sample. Based on this approach, the estimated total population figure (headcount) for teaching staff and leaders in ITPs is 27,810 (Table 2.2). This compares with an estimate of around 26,000 staff in ITPs in the Staff Individualised Record (SIR) data for 2018/19 (published March 2020), which includes learning support and administrative staff. For ACL providers, the total estimated population of teachers/tutors and leaders is 15,500 – this compares with around 15,500 estimated in the SIR, which again includes administrative and learning support staff. The total population figure estimated for SFCs is 8,090; the published SIR does not provide an overall population figure for this part of the sector as the figure for SFCs is rolled up with college staff estimates more generally.

Table 2.2 Whole population estimates of teachers and leaders in each sub-sector

	ITP		ACL		SFC	
	N (Est)	Proportion of all teachers and leaders	N (Est)	Proportion of all teachers and leaders	N (Est)	Proportion of all teachers and leaders
All teachers and leaders	27,810	100%	15,500	100%	8,090	100%
All leaders	8,890	32	3,070	20	1,860	23
Heads of faculty	2,880	10	910	6	870	11
Staff governors	2,210	8	750	5	220	3
Other leaders/ managers	3,800	14	1,410	9	770	10
All teachers	18,920	68	12,430	80	6,230	77
Supply staff	4,320	16	1,360	9	110	1

2.2 Types of contract and contracted teaching hours

The majority of teachers/tutors working for SFCs and teaching staff in ITPs were employed on a permanent contract (89% and 77% respectively). This fell to half of teachers/tutors working in ACL providers (52%). These figures are presented in Table 2.3. The CSS found that 76% of teaching staff working in FE colleges were employed on a permanent contract, in line with ITPs, with 8% employed on a temporary contract, in line with SFCs.¹³

Table 2.3: Teaching contracts held

	ITP		ACL		SFC	
	Population estimate (N)	Proportion of all contracts issued in the sector (%)	Population estimate (N)	Proportion of all contracts issued in the sector (%)	Population estimate (N)	Proportion of all contracts issued in the sector (%)
Permanent	8,340	77%	3,180	52%	2,590	89%
Fixed term or temporary	470	4%	850	14%	220	8%
Zero/ minimal/ flexible hours	680	6%	1,920	32%	70	2%
Employed through an agency	60	1%	70	1%	10	*%
Self-employed	1,270	12%	80	1%	10	*%

Base: all reported contracts within each sector (10,820 for ITP, 6,090 for ACL, 2,900 for SFC), Population estimates have been rounded to the nearest 10. B9: And how many teaching, training or assessment staff currently hold a/ are...

Table 2.4 shows that approximately three in five employment contracts issued in ITPs and SFCs were full-time (64% and 60% respectively), but this drops to around one in five (18%) for ACL providers (see Table 2.4). Almost two in five contracts issued in SFCs were part-time (37%), higher than in ACL providers (29%) and ITPs (22%). ACL providers are very different in character compared with the other two provider types and this is reflected in the greater proportion of sessional/flexible hours contracts they issued (53% versus 13% for ITPs and 3% for SFCs).

¹³ [CSS main report p.28](#)

Table 2.4: Full-time, part-time and sessional contracts

	ITP		ACL		SFC	
	Population estimate (N)	Proportion of all contracts issued in the sector (%) *	Population estimate (N)	Proportion of all contracts issued in the sector (%)	Population estimate (N)	Proportion of all contracts issued in the sector (%)
Full-time (35 hours or more per week)	6,280	64%	1,100	18%	1,300	60%
Part-time (35 hours or more per week)	2,200	22%	1,810	29%	790	37%
Sessional/ flexible hours	1,320	13%	3,260	53%	70	3%

Base: all reported contracts by hours within each sector (9,800 for ITP, 6,170 for ACL, 2,160 for SFC), Population estimates have been rounded to the nearest 10. *Percentages for ITPs do not sum to 100 due to rounding. B8. How many of these teaching, training or assessment staff are contracted to work full-time/ part-time/ sessional or flexible hours in <provider>?

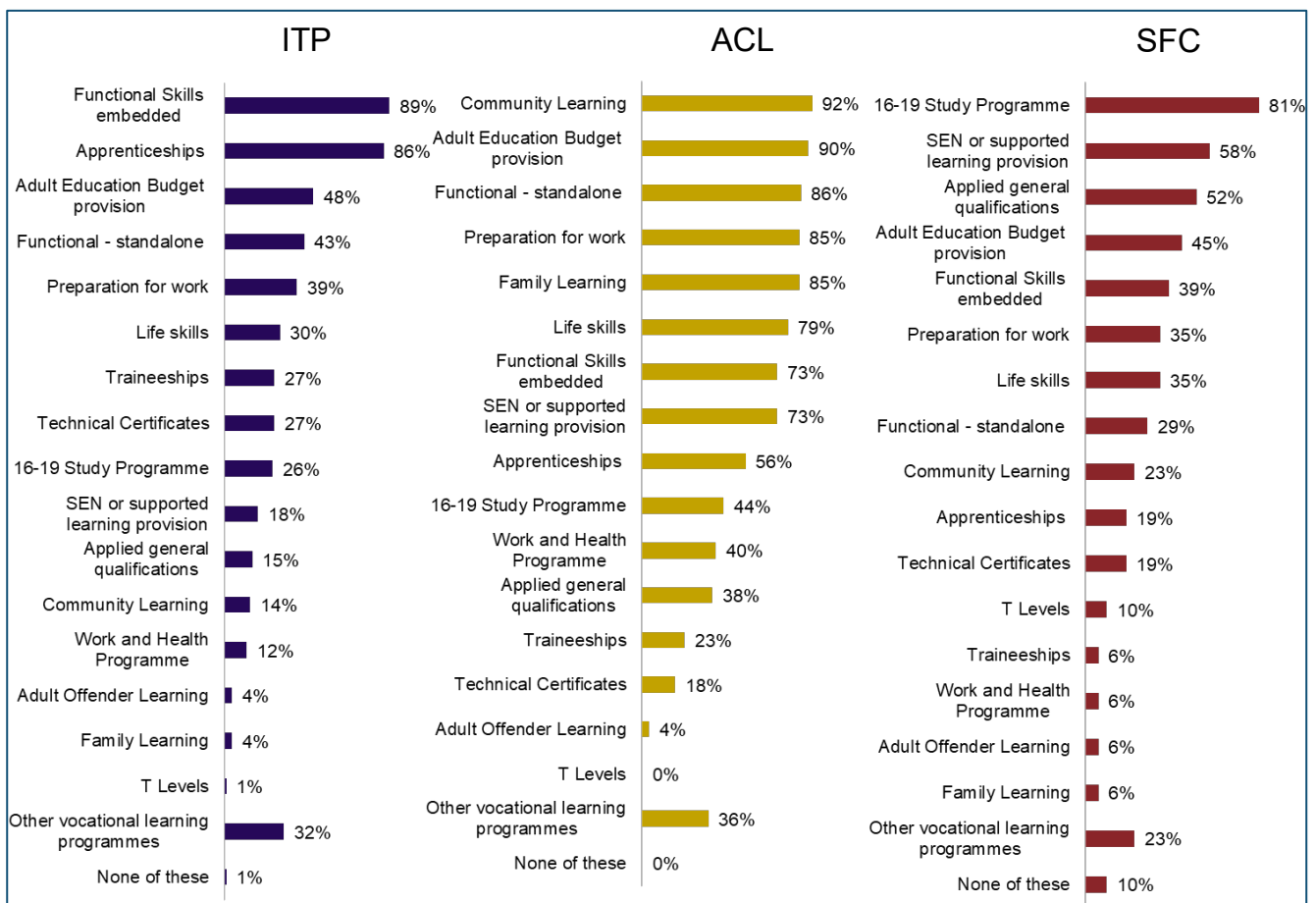
2.3 Vocational and other non-academic courses: provision and staff volumes

In addition to information about staffing profiles, the provider-level HR survey was designed to capture insight into what types of programme and subject areas specifically are delivered by different parts of the education and training sector. The survey found that ITPs and ACL providers are the most likely to offer some type of vocational or other non-academic course. ITPs are most likely to offer functional skills courses, such as English, mathematics or IT embedded within another learning programme (89%), and apprenticeships (86%) – apprenticeship programmes include embedded English, maths and IT (functional skills), therefore the similarity between these percentages is to be expected. Almost half of ITPs said that they offer Adult Education Budget (AEB) provision, which is a programme that funds education and training for adults aged 19 and over on low incomes (48%). The full list of provision is shown in Figure 2.1.

ACL providers were the most likely to provide other types of courses such as community learning (92%) and AEB provision (90%), as might be expected given their remit.

Although SFCs were the least likely to offer a vocational or other type of non-academic course, with 10% saying 'none of these', nine in ten said that they offered at least one of the programmes listed. A high proportion, 81%, said that they offered the 16-19 study programme. The 16-19 study programme is a particular programme of study that combines qualifications and other activities, which may be academic or technical, and could include traineeships and work placements. More than half of SFCs said that they offered SEN or supported learning provision (58%) and applied general qualifications (52%).

Figure 2.1: Vocational programmes and other study areas offered

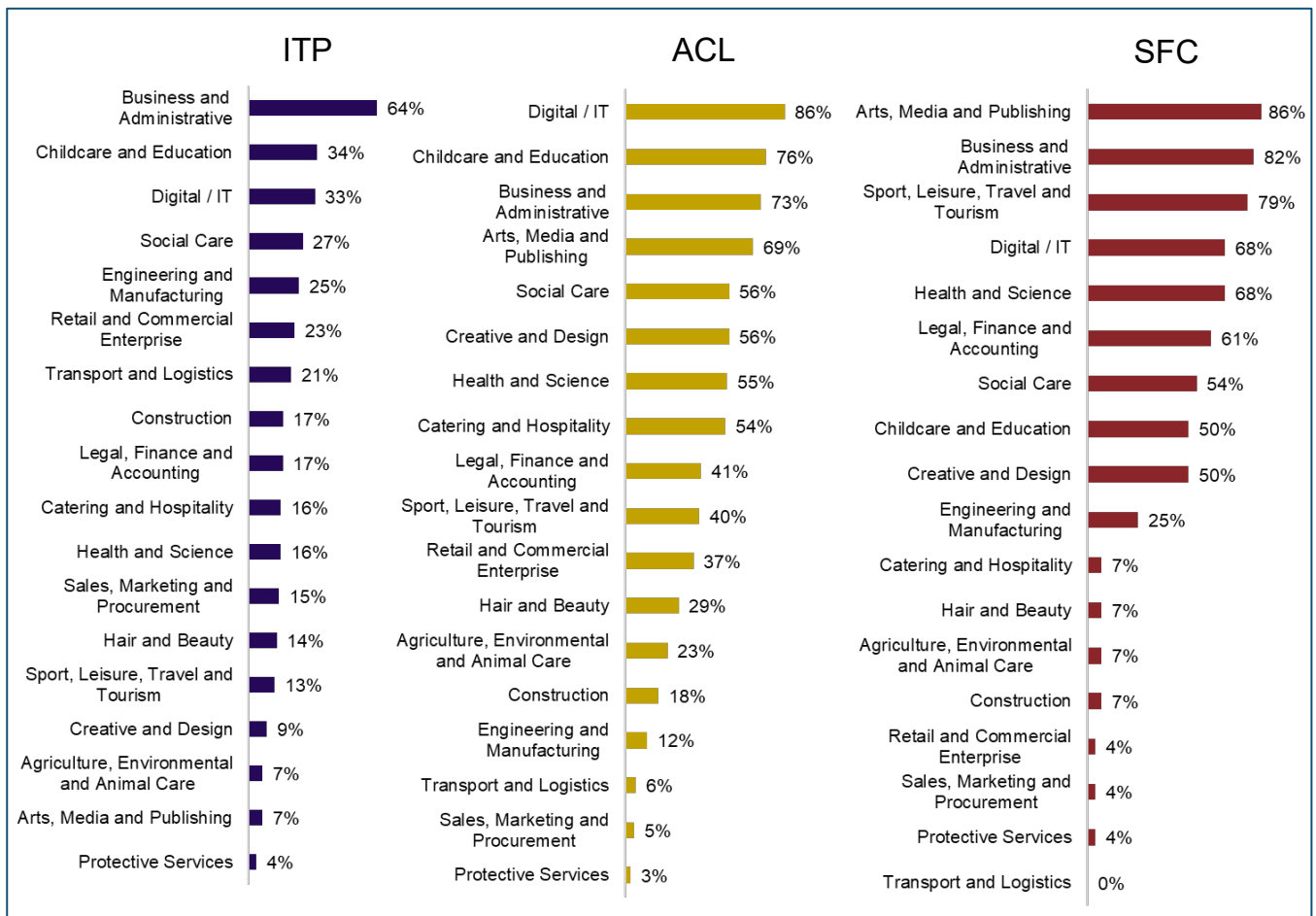


Base: all HR respondents (ITP 473, ACL 78, SFC 31), B2. Which, if any, of the following learning programmes does <provider> offer:

Providers delivering any type of vocational course were asked which subjects they offered (Figure 2.2). ITPs were, by some margin, most likely to offer vocational courses in business and administrative studies (offered by 64% of all ITPs who delivered vocational provision), followed by childcare and education (34%) and digital/ IT (33%). The top three subjects offered by ACL providers who delivered vocational provision were digital/ IT (86%), childcare and education (76%), and business and administrative studies (73%). The SFCs who delivered vocational provision were most likely to offer arts, media and

publishing (86%), business and administrative studies (82%) and sport, leisure, travel and tourism (79%).

Figure 2.2: Vocational subjects offered



Base: all providers offering any type of vocational course (ITP 469, ACL 78, SFC 28), B9b. In which of the following areas/ subjects do you currently offer courses?

The provider-level HR survey collected the number of teaching staff by subject area across vocational, other life skills and academic provision. To ensure the data collected was comparable with the CSS, the figures are based on headcount rather than full-time equivalent staff. As set out at the start of this chapter, we have estimates for the total teaching population for those providers who took part in the research of 9,270 for ITPs, 6,220 for ACL providers and 3,300 for SFCs. Comparing these figures with the total headcount across subjects for each provider type, it appears that teaching staff working in ITPs are more likely to teach two or more vocational subjects. As with the CSS, it is difficult to give precise estimates as some staff cover more than one subject.

The subject area employing the highest number of teaching staff was business and administrative studies, comprising approximately 19% of the teaching staff in ITPs, 6% of teachers/ tutors in SFCs and 5% in ACL providers. In ITPs, this was followed by teaching staff working in engineering and manufacturing (11%) and childcare and education (9%).

Table 2.5 shows the full list of subjects. The top three areas by volume for ACL providers were arts, media and publishing (7%) followed by business and administrative studies, childcare and education, digital/ IT, and creative and design, all comprising 5% of teaching staff. For SFCs, the top three by volume were arts, media and publishing (7%), health and science (7%), and business and administrative studies (6%).

Table 2.5: Volumes of vocational teaching staff by provider type, among participating providers

	ITP		ACL		SFC	
	Population estimate - total number of teachers	Proportion of teaching population (%)	Population estimate - total number of teachers	Proportion of teaching population (%)	Population estimate - total number of teachers	Proportion of teaching population (%)
Business and Administrative	1,750	19	300	5	200	6
Childcare and Education	840	9	310	5	70	2
Digital / IT	650	7	330	5	80	2
Engineering and Manufacturing	980	11	30	0	40	1
Social Care	760	8	190	3	70	2
Arts, Media and Publishing	110	1	420	7	230	7
Health and Science	390	4	130	2	240	7
Sport, Leisure, Travel and Tourism	340	4	140	2	150	5
Legal, Finance and Accounting	440	5	70	1	90	3
Catering and Hospitality	490	5	90	1	0	0
Construction	470	5	30	0	10	*
Hair and Beauty	440	5	50	1	10	*
Retail and Commercial Enterprise	440	5	60	1	0	0
Creative and Design	90	1	280	5	70	2
Transport and Logistics	400	4	20	*	0	0
Sales, Marketing and Procurement	270	3	20	*	0	0
Agriculture, Environmental and Animal Care	180	2	60	1	0	0
Protective Services	110	1	*	*	10	*
Other	770	8	31	0	50	2

Base: percentages are of estimated total number of teachers from the HR survey (9,270 for ITP, 6,220 for ACL, 3,300 for SFC) based on all HR respondents (ITP 473, ACL 78, SFC 31) population estimates have been rounded to the nearest ten; percentages do not sum to 100% as staff could have multiple contracts. B10. How many teaching, training or assessment staff currently work in the following areas/ subjects?

The volume of teaching staff for other types of provision, i.e. not strictly vocational and not academic, was higher for ITPs and ACL providers, particularly for standalone literacy, numeracy and ESOL courses see Table 2.6. Of these types of provision, SFCs were as likely as the other provider types to offer life skills, preparation for work and SEN or supported learning provision.

Table 2.6: Volumes of teaching staff delivering other courses by provider type, among participating providers

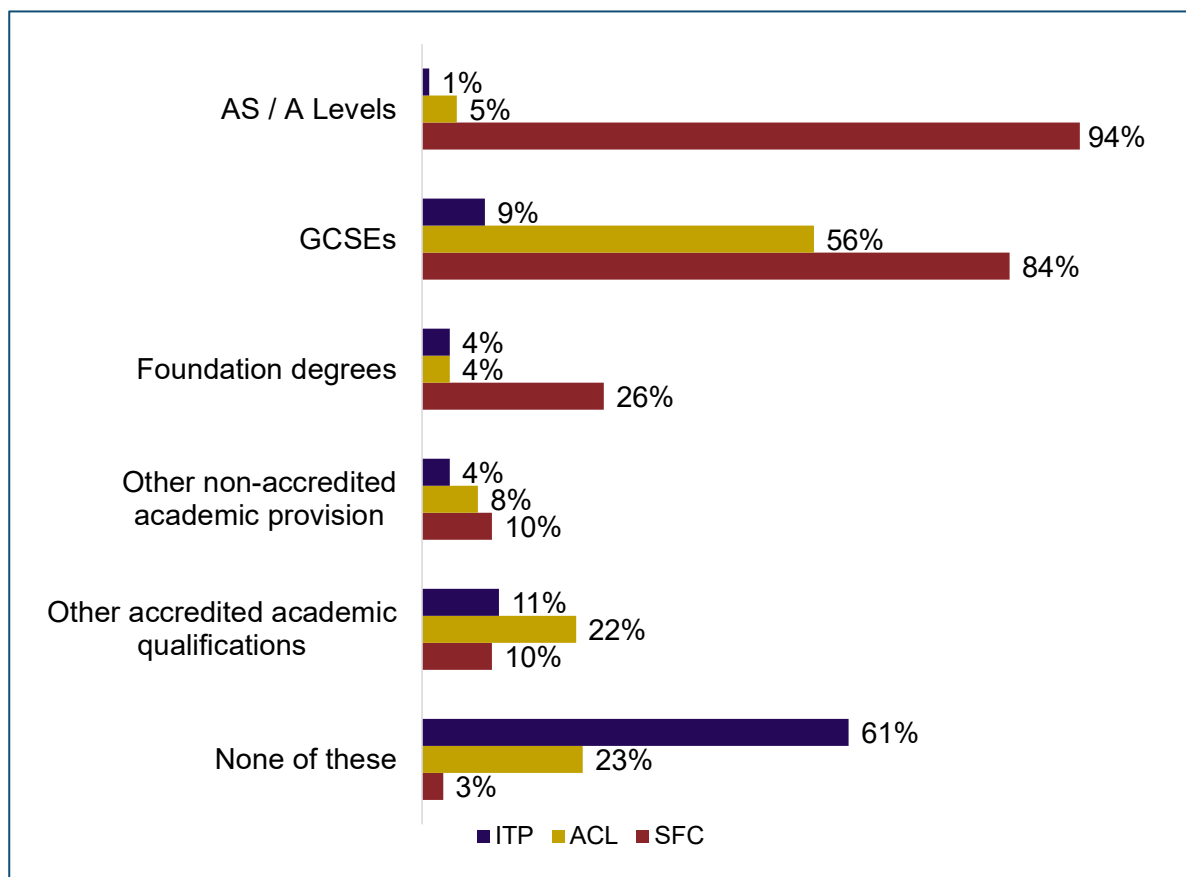
	ITP		ACL		SFC	
	Population estimate - total number of teachers	Proportion of teaching population (%)	Population estimate - total number of teachers	Proportion of teaching population (%)	Population estimate - total number of teachers	Proportion of teaching population (%)
Standalone literacy	1,200	13	460	7	10	*
Life skills	890	10	410	7	340	10
Standalone numeracy	1,160	13	410	7	10	*
Preparation for work	960	10	380	6	210	6
SEN or Supported learning provision	510	6	350	6	170	5
ESOL	170	2	610	10	10	*

Base: percentages are of estimated total number of teachers from the HR survey (9,270 for ITP, 6,215 for ACL, 3,302 for SFC) based on all HR respondents (ITP 473, ACL 78, SFC 31) population estimates have been rounded to the nearest ten; percentages do not sum to 100% as staff could have multiple contracts. B11. How many teaching, training or assessment staff currently work in the following learning programmes?

2.4 Academic courses: provision and staff volumes

Providers were asked about the academic programmes that they offer. Figure 2.3 shows that SFCs were the most likely of the three provider types to offer academic qualifications, with 94% offering AS/A levels (compared with 5% among ACL providers and just 1% for ITPs). Slightly fewer SFCs offered GCSEs (84%), compared with 56% of ACL providers and 9% of ITPs. Of the three provider types, ACL providers were more likely to offer 'other accredited academic qualifications' (22%) compared with SFCs (10%) and ITPs (11%).

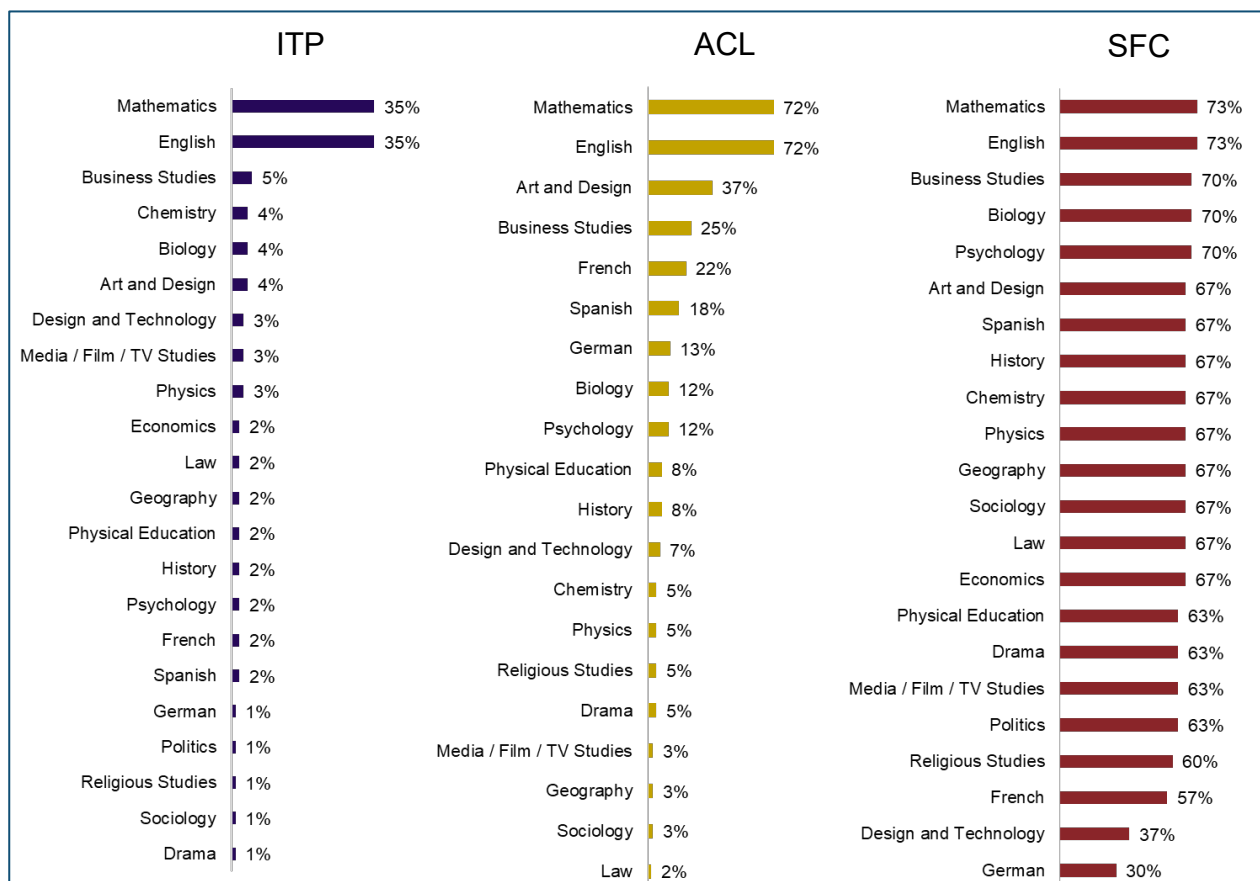
Figure 2.3: Academic programmes offered



Base: all HR respondents (ITP 473, ACL 78, SFC 31), B3. Which of the following academic qualifications, if any, does <provider> offer:

Those providers who offered any type of academic course were asked what subjects they offer: the range varied across the three provider types (Figure 2.4). SFCs were the most likely to offer a wide range of academic subjects from mathematics (73%) and English (73%) through to sciences, such as chemistry (67%) and physics (67%) and arts courses, such as drama (63%) and media (63%). In contrast, ACL providers and ITPs who delivered academic courses were far more likely to offer mathematics and English. Among ACL providers, 72% offered both English and mathematics; whereas 35% of ITPs offered the two subjects. The need for students doing apprenticeships to have a basic level of English and mathematics as well as students pursuing these subjects for academic interest is likely to be causing a spike in the offer of these courses. More than one in five ACL providers also offered art and design (37%), business studies (25%) and French (22%). Among ITPs, the proportion offering academic courses outside of mathematics and English fell quite substantially, with 5% or fewer offering any of the other academic subjects listed.

Figure 2.4: Academic subjects offered



Base: all HR respondents who did not say none of these when asked what academic programmes are offered at B3 (ITP 184, ACL 60, SFC 30), B11b. Which of the following academic subjects do you currently offer?

Table 2.7 shows the volume of academic teaching staff across the three provider types. The volume of teaching staff for academic subjects is lower than for vocational courses, which is in line with the CSS. The most common subjects, not surprisingly, were English and mathematics, averaging 4% of total staff volumes for both SFCs and ACL providers, while the figures were a little higher for ITPs at 7%. The next two most common subjects were art and design and business studies; again, this mirrored the picture in FE colleges as set out in the CSS report.¹⁴

¹⁴ [CSS main report p.65](#)

Table 2.7: Volumes of academic teaching staff by provider type, among participating providers

	ITP		ACL		SFC	
	Population estimate - total number of teachers	Proportion of teaching population (%)	Population estimate - total number of teachers	Proportion of teaching population (%)	Population estimate - total number of teachers	Proportion of teaching population (%)
English	650	7	220	4	130	4
Mathematics	650	7	190	3	150	5
Art and Design	30	*	50	1	110	3
Business Studies	40	*	20	*	120	4
Biology	40	*	10	*	90	3
Chemistry	30	*	*	*	70	2
Psychology	0	0	10	*	80	2
Physical Education	0	0	10	*	80	2
Design and Technology	50	*	*	*	20	1
Media / Film / TV Studies	0	0	*	*	60	2
History	0	0	10	*	60	2
Law	0	0	0	0	50	2
Spanish	0	0	30	0	20	1
Geography	10	*	*	*	30	1
Physics	0	0	*	*	50	2
Sociology	0	0	0	0	50	2
French	10	*	10	*	20	1
Religious Studies	0	0	*	*	40	1
Drama	10	*	*	*	30	1
Economics	*	*	0	0	40	1
Politics	0	0	0	0	30	1
German	0	0	10	*	10	*
Other	0	0	80	1	70	2

Base: percentages are of estimated total number of teachers from the HR survey (9,270 ITP, 6,220 ACL, 3,300 SFC) based on all HR respondents (ITP 473, ACL 78, SFC 31), population estimates have been rounded to the nearest ten. B12. How many teaching, training or assessment staff currently work in the following subjects leading to academic qualifications?

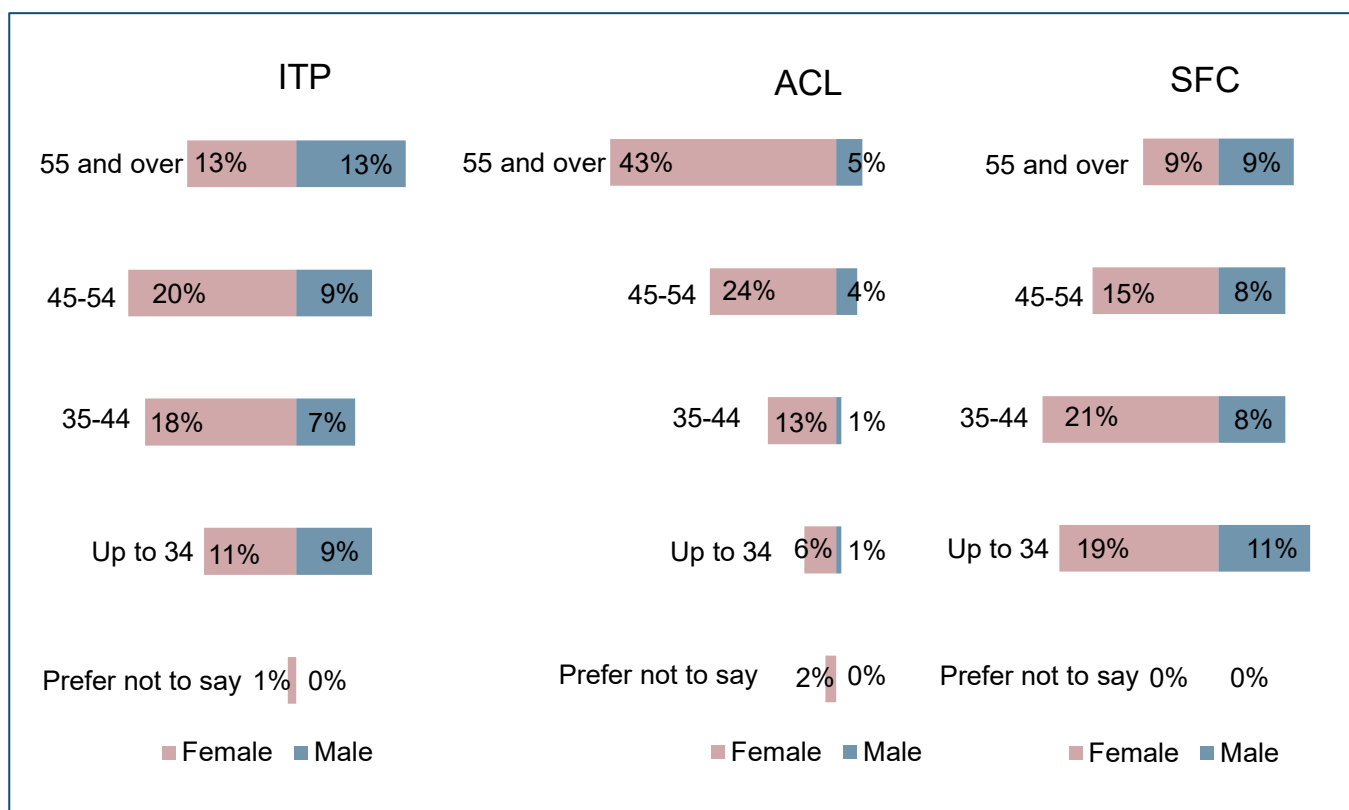
2.5 The demographic profile of teachers and leaders

Examining the profile of teaching staff across the provider types finds that they share one common characteristic – they all employ more females than males (Figure 2.5).

Approaching two in three teaching staff working in ITPs and teachers/tutors working in SFCs were female (62% and 64% respectively). The overall gender split was similar to the profile of teaching staff in the CSS, which found that 61% of teaching staff in FE colleges were female and 36% male. The proportion of female staff was higher still in ACL providers (86%).

The age profile in ACL providers was also quite different from the other provider types, with nearly half of all teachers/tutors aged 55 and over (48%). Teachers/tutors in SFCs tended to be towards the younger end of the age spectrum, with 30% aged up to 34 compared with ITPs (20%) and ACL providers (7%). The age profile of teaching staff in FE colleges, as reported in the CSS, most resembles SFCs albeit with a greater balance towards staff aged 55 and over. The CSS found that 35% of teaching staff were female and aged 35-54 with 18% who were male aged 35-54; amongst SFCs the equivalent distribution was 36% and 16%.

Figure 2.5: Staff profile: teachers, trainers and assessment staff



Base: all teaching, training and assessment only staff (579 ITP, 132 ACL, 2,117 SFC), H1. Which of the following describes how you think of yourself? Excluding those who said in another way or prefer not to say, H2. How old are you?

The leaders-only population is considerably smaller and findings for this group should be considered indicative, which means that the results should be treated as a guide to the profile of leaders rather than a definitive, robust picture of the demographics for this group. The profile amongst ITPs is, again, skewed towards females (68%) compared with males (32%) in a ratio of two to one.¹⁵ As for the age distribution, one in six is aged up to 34 and the same proportion aged 55 and over (17%); with 35% aged 35-44 and 29% aged 45-54. It is not possible to break out the age and gender distributions for ACLs and SFCs due to small base sizes.

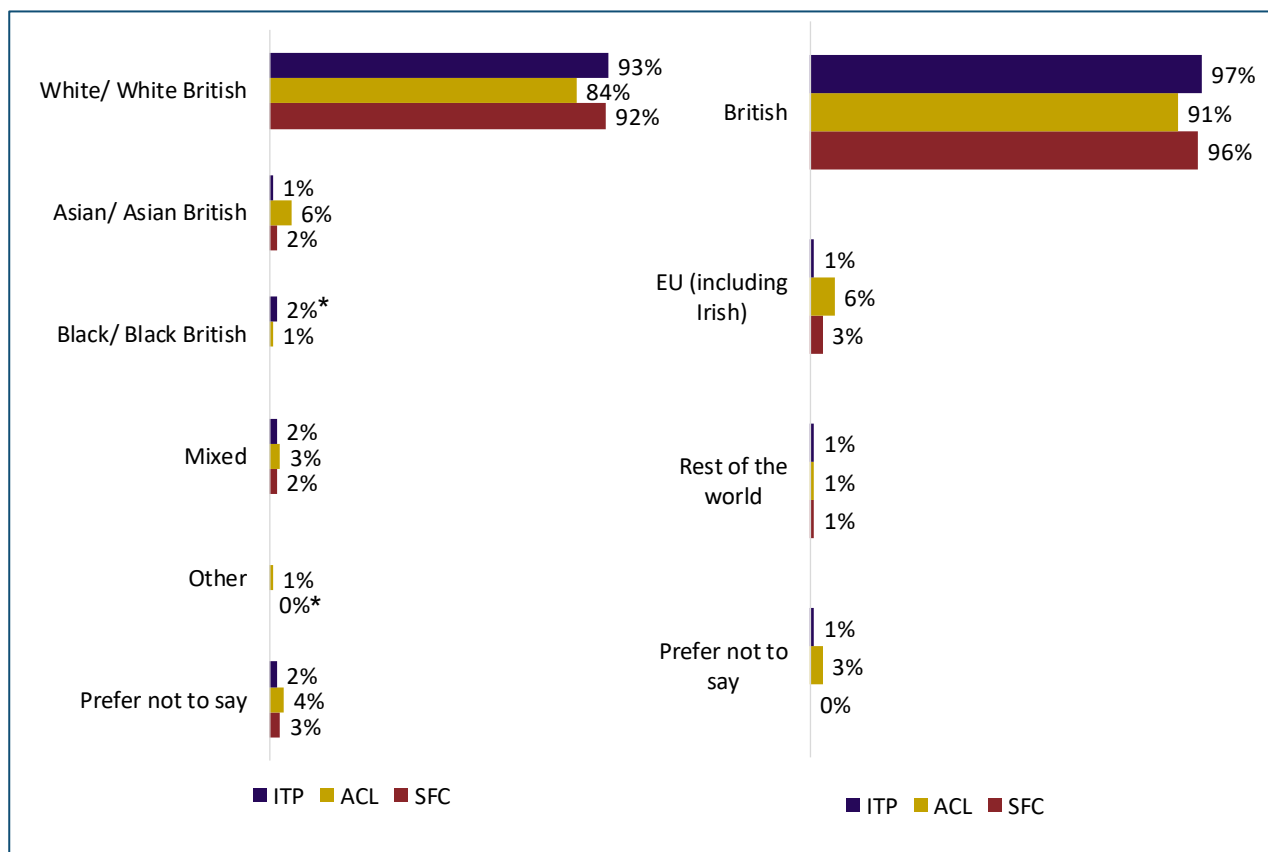
With regards to ethnicity and nationality, Figure 2.6 shows the data by provider type, but due to small base sizes this has not been split out by teachers and leaders. More than nine in ten staff working in ITPs and SFCs described their ethnicity as White/ White British (93% and 92% respectively). The figure is lower for ACL providers (84%).¹⁶ Across all three provider types, more than nine in ten staff said that their nationality was British. ACL providers were more likely to employ staff from the EU (6%) compared with SFCs (3%) and ITPs (1%).¹⁷

¹⁵ The base for leaders only, excluding those who said prefer not to say or other at H1, was 106 for Independent Training Providers. The base size for Adult and Community Learning providers was 39 and for Sixth Form Colleges was 14, too small for analysis.

¹⁶ The College Staff Survey split out the figure by teachers and leaders. The survey found that 87% of teachers working in FE described themselves as White; amongst leaders it was 91%.

¹⁷ The College Staff Survey found that 95% of both teaching staff and leaders were British in nationality.

Figure 2.6: Ethnicity and nationality of staff



Base: all teaching, training and assessment staff and leaders (870 for ITP, 211 for ACL, 222 for SFC), * denotes that the value was less than 0.5% H7. How would you best your nationality? H8. How would you describe your ethnic background?

Teachers and leaders were asked whether they had any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more (a measure used to define disability). Around one in six staff working for ITPs and a similar proportion working for SFCs said that they had a disability (17% and 18% respectively), and around one in seven for staff working in SFCs (15%). Differences between the provider types were not statistically significant. The findings are comparable with the CSS which found that one in seven staff said that they had a disability (15% of teachers and leaders 14%).¹⁸

¹⁸ CSS main report p.36

3. Employment and deployment of the teaching, training and assessment workforce

This chapter explores how managers and teaching staff working in all three provider types are employed and deployed within the institutions they work in; the analysis draws on data from the online staff survey. Specifically, the chapter examines:

- Employment status (type of contract, hours contracted including total and teaching/contact hours). Teaching staff at ITPs and teachers/tutors at SFCs were more likely to be employed on a permanent, full-time contract (65% and 69% respectively compared with 33% of teachers/ tutors working in ACL providers), with staff at ACL providers more likely to be employed on a sessional basis; (30% vs 1% for SFCs and none for ITPs);
- Teaching staff proportions by programme type, subject area and type of job role. Teaching staff at ITPs were most likely to deliver apprenticeships (74%), while at ACL providers they were most likely to deliver AEB provision (55%), and teachers/tutors at SFCs were most likely to deliver academic qualifications; and
- Methods of assessment used. The most common method of assessment undertaken at ITPs and ACL providers was portfolio of evidence (82% and 54% respectively), while the most common method undertaken at SFCs was written examination (76%), reflecting differences in the types of provision they offer.

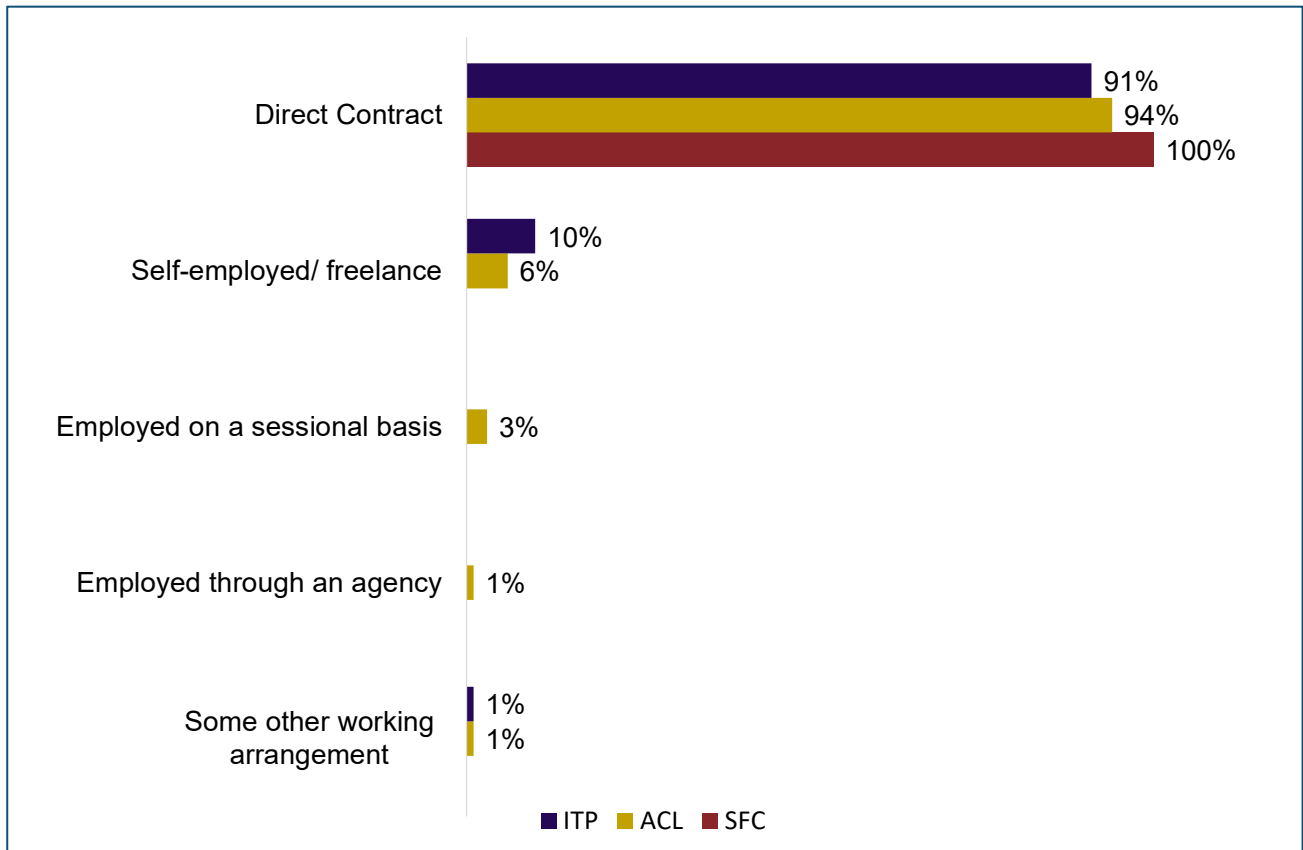
3.1 Contract type

Teaching staff and leaders were asked about the nature of the contracts they have with the provider that they work for. These figures will not match back to the data presented from the HR survey. The HR survey represented good response rates from all providers types from a census population, where they were answering for all staff members, whereas the staff survey represented a much smaller cross-section of the total teaching population in these provider types. There are several advantages to asking about contracts on both the HR and staff surveys. A key advantage is it helps to avoid the 'ecological fallacy', which means drawing conclusions about individuals from grouped data which can be misleading. For example, if we know from the HR data that teaching staff in SFCs are more likely to be on a permanent contract the assumption cannot be made that a teacher/tutor in an SFC in the staff survey will be on a permanent contract. The question needs to be asked in the staff survey to be sure of their own personal circumstances in order to contextualise their own situation, such including working hours, salary and so on.

The majority of teachers and leaders were employed at their provider through a direct contract (93%). Figure 3.1 shows the breakdown by provider type of how teaching staff,

and leaders were employed at their provider. Every teacher or leader, bar one, at SFCs said that they were employed via a direct contract, a significantly higher proportion than at ACL providers (94%), and ITPs (91%). One in ten teaching staff and leaders at ITPs were self-employed or worked as a freelancer (10%), as well as 6% at ACL providers. Being employed on a sessional basis was mentioned by 3% of teachers/tutors at ACL providers and being employed through an agency was mentioned by 1% of staff at ACL providers.

Figure 3.1: Employment basis with provider



Base: All teachers and leaders ITP (870) ACL (211) SFC (222), E6 How are you employed at <provider>?

Teaching staff who had a direct contract with their provider, were asked whether they held a single contract or not. Nine in ten respondents who held a direct contract said that they had a single contract (89%). This rose to 94% among those who had a direct contract with SFCs and to 93% at ITPs, both more than the number who held a single contract at ACL providers (80%). As would be expected, the figures are inversely related to teaching staff who said that they held multiple contracts. At ACL providers almost one in five said that they held multiple contracts (18%), significantly more than at ITPs (7%) and SFCs (5%). The CSS found that 14% of teachers had multiple contracts.

As discussed, above a small number of teachers and leaders held multiple contracts with their provider. Those who held multiple contracts were asked how many they held.. Of these, teachers/tutors in SFCs were most likely to hold two contracts (75%) with the remainder having three contracts (25%). A similar pattern emerged for teachers/tutors in ACL providers with 39% holding two contracts and 28% three contracts. In ITPs 22% of teaching staff held two contracts, 18% three contracts and 17% four contracts. It should be noted due to the low base sizes there were no significant differences between the provider types with regards to the number of contracts held.

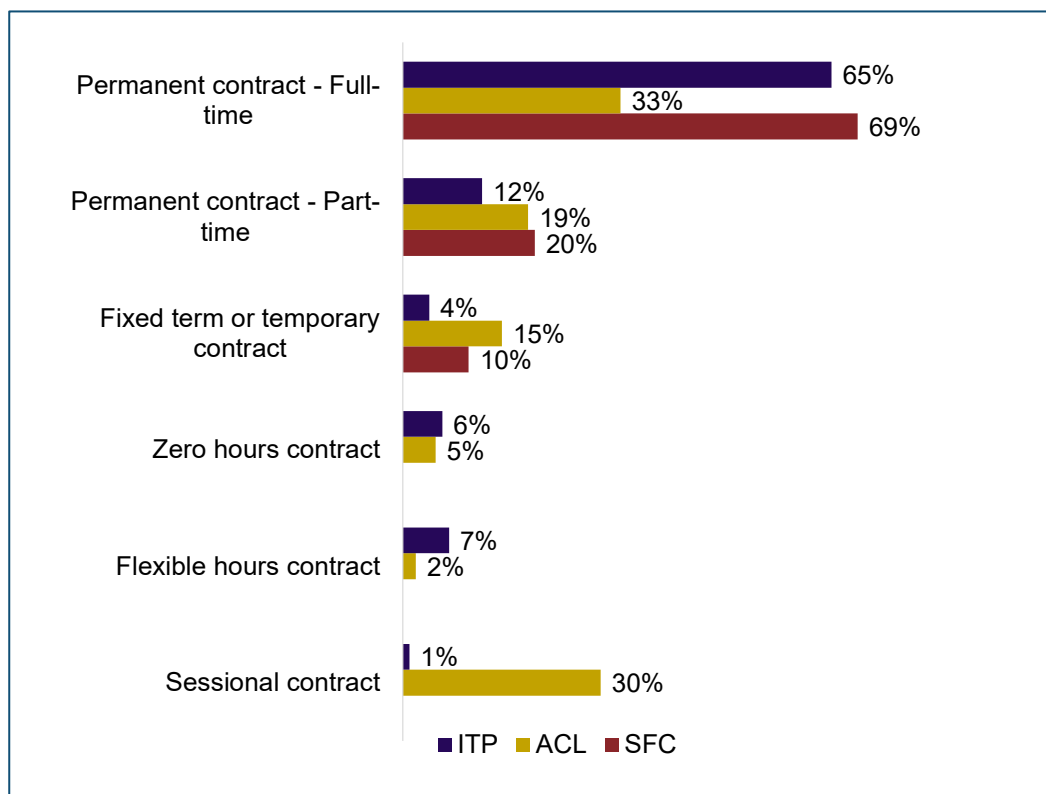
Teaching staff that held a direct contract with their employer were asked what type of contract this was. Figure 3.2 shows the breakdown of contract types by provider type. Seven in ten teachers/ tutors at SFCs had a permanent, full-time, contract (69%), and 65% of teaching staff at ITPs also had one. Both were higher than the proportion of staff with permanent full-time contracts in ACL providers (33%).

One-fifth of teachers/tutors at SFCs and ACL providers had permanent, part-time, contracts (20% and 19% respectively); permanent part-time contracts were less prevalent at ITPs (12%).

Among teachers/tutors working for ACL providers who had a direct contract, three in ten (30%) had a sessional contract, far higher than in the other provider types – indeed hardly any other staff reported they were employed on a sessional basis. This is also higher than the 3% figure at the outset of this chapter, which represents the proportion of staff working for ACL providers who have a ‘sessional’ arrangement outside of a direct contract. Staff at ACL providers (15%) and SFCs (10%) were more likely to have a fixed-term contract than staff at ITPs (4%).

One in 20 teachers/tutors at ACL providers (5%) and teaching staff at ITPs (6%) had zero hours contracts, however there were no staff at SFCs with this type of contract. Around one in twenty teaching staff in ITPs had flexible hours contracts (7%).

Figure 3.2 Type of contract with provider



All teachers and leaders with a direct contract ITP (802) ACL (187) SFC (221), E9. What type(s) of contract or working arrangement do you have with <provider>?

The CSS found that three-quarters (76%) of teaching staff were employed on a permanent contract with their college, significantly more than the number employed on a permanent contract at ACL providers (52%), and significantly less than the number employed on permanent contract at SFCs (89%).

There was a difference between the proportion of teaching staff employed on a zero/minimal/flexible hours contract in the CSS, and the number employed on that type of contract in the ETP survey. In the CSS around one-fifth of teaching staff were employed this way, higher than the number similarly employed at ITPs (6%), ACL providers (5%), and SFCs (zero).¹⁹

In summary, the majority of teaching staff were employed through a singular direct contract. More were employed on a full-time rather than part-time basis and those that did have multiple contracts for different roles were most likely to hold only two.

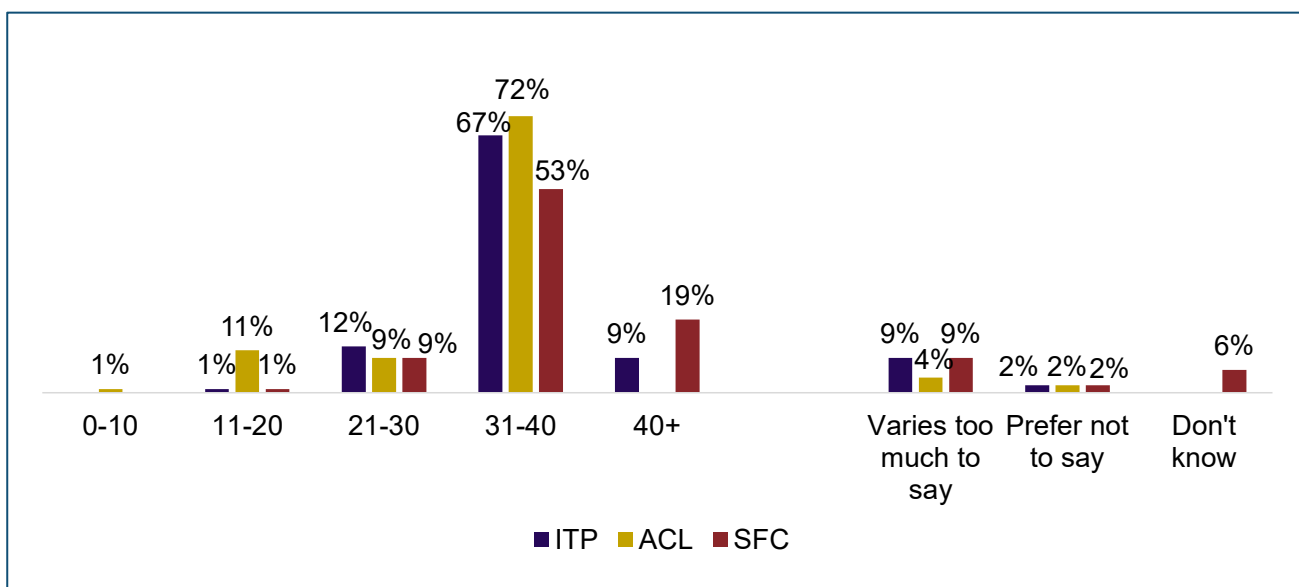
¹⁹ [CSS main report p.21](#)

3.2 Contracted hours

Leaders were asked about the number of hours they were contracted ‘to work’ each week. Figure 3.3 shows the distribution among leaders, where less than 1% were contracted to work between 0-10 hours per week and 4% were contracted to work between 11-20 hours per week (more prevalent among leaders in ACL providers (11%) than in ITPs and SFCs). This is understandable given the more frequent sessional contracts among teachers/tutors at ACL providers than at the other provider types.

The most common category of banded contract hours was between 31-40 hours per week, with two-thirds of those in a leadership role contracted to work those hours (65%). Leaders at both ACL providers (72%) and ITPs (67%) were more likely to be contracted to work those hours than staff at SFCs (53%). One in ten (9%) leaders were contracted to work 40 hours or more per week, more common among those in SFCs (19%) than at ITPs (9%).

Figure 3.3: Hours contracted to work in a normal week – leaders



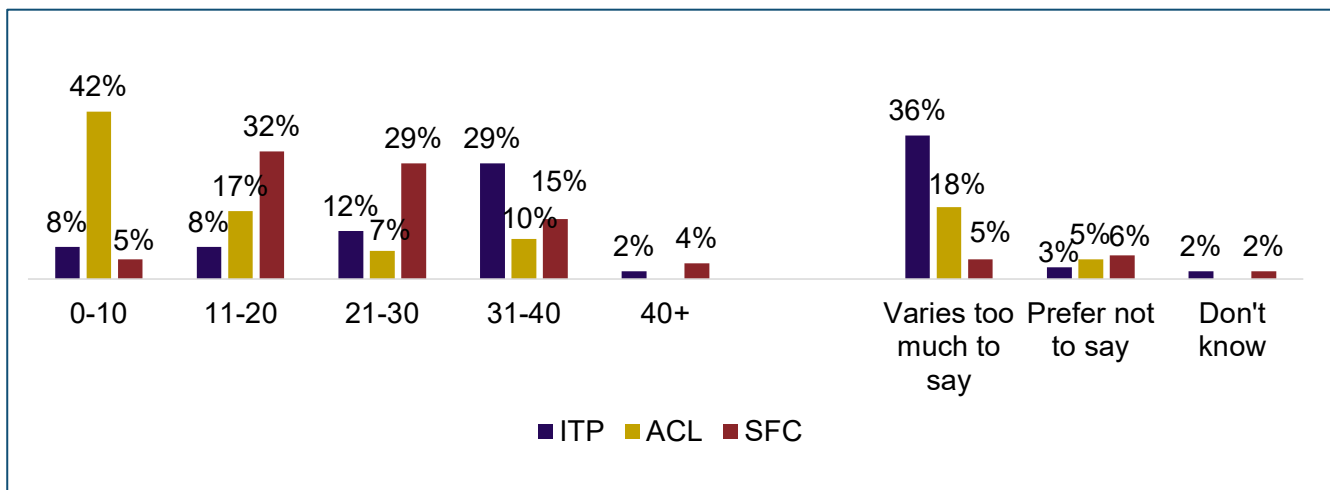
Base: All leaders with a direct contract ITP (285) ACL (76) SFC (103), E4. How many hours are you contracted to work at <provider> per week?

Teaching staff were asked how many hours they are contracted ‘to teach’ (Figure 3.4). Two in five staff working for ACL providers were contracted to teach very low hours of between 0-10 hours per week (42%), more than staff at ITPs (8%) and SFCs (5%). Staff at SFCs were most likely to be contracted between 11-20 hours (32% compared to 17% at ACL providers and 8% at ITPs) and 21-30 hours (29% compared to 7% at ACL providers and 12% at ITPs), which indicates more substantial part-time teaching hours. Teaching staff at ITPs were most likely to be contracted to teach 31-40 hours per week (29% compared to 15% for SFCs and 10% for ACLs). No teaching staff at ACL providers

were contracted to teach more than forty hours a week, but 2% of staff at ITPs and 4% of staff at SFCs were.

Results from the CSS showed that staff were more likely to be contracted to teach between 11-20 hours per week at their FE college (37%), a similar proportion to that found at SFCs (32%), though higher than in ACL providers (17%) and ITPs (8%). The CSS found that 7% of staff were contracted between 31-40 hours per week, less than the proportion at SFCs (15%) and ITPs (29%).²⁰

Figure 3.4: Hours contracted to teach in a normal week – teaching only staff



Base: All teachers ITP (764) ACL (171) SFC (208), E5. In a normal week where you are working for <provider>, how many hours are you contracted to teach? E5a. If you are unsure how many hours you are contracted to teach, could you say how many contact hours you have with students in a normal week?

3.3 Programmes taught by type and subject

The online staff survey asked teaching staff across ITPs, ACL providers and SFCs, which vocational, other non-academic, and academic teaching programmes they delivered, and which subjects they taught.

3.3.1 Vocational and other non-academic programme types

Figure 3.5 shows the proportion of teaching staff at ITPs, ACL providers and SFCs that taught specific vocational learning programmes. Three-quarters of teaching staff at ITPs delivered apprenticeships (74%), substantially more than at ACL providers and SFCs. Almost half of teaching staff at ITPs delivered functional skills (embedded) (47%) which is

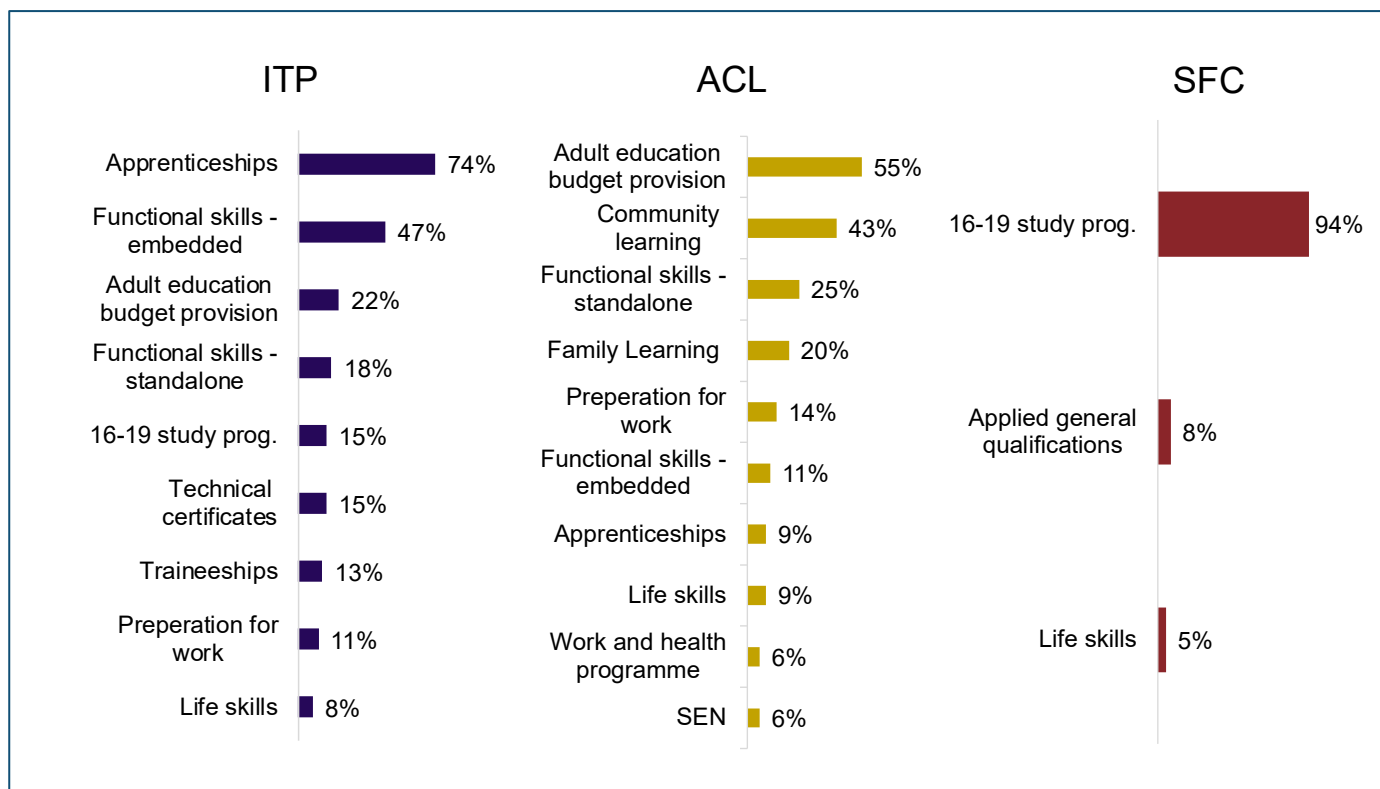
²⁰ [CSS main report p.29](#)

again a higher percentage than among teachers/tutors at ACL providers (11%) and SFCs (1%). Just over a fifth of teaching staff at ITPs delivered AEB provision (22%) and just under a fifth delivered functional skills as a standalone study programme (18%).

Teachers/tutors at ACL providers were most likely to deliver AEB provision (55%) or community learning (43%). Both these programmes had a significantly higher proportion of ACL staff delivering them than in ITPs (22% and 3% respectively) and SFCs (3% and 1%). A quarter of staff at ACL providers delivered functional skills as a standalone study programme (25%) and a fifth delivered family learning (20%), both higher than in SFCs and ITPs. The concentration of programmes such as community learning and family learning within ACL providers is to be expected given their remit.

Nine in ten teachers/tutors at SFCs delivered 16-19 Study Programmes (94%) which was the most common non-academic learning programme delivered. There was a big drop to the next most common non-academic programme delivered by staff at SFCs, as only 8% of staff said they delivered applied general qualifications and one in twenty said that they delivered life skills (5%).

Figure 3.5: Learning programmes delivered



Base: all staff with a teaching role ITP (754) ACL (168) SFC (200), excluding those who said 'Don't know' Only learning programmes with a response of 5 per cent or more are shown. D6.
Which, if any, of the following learning programmes do you deliver?

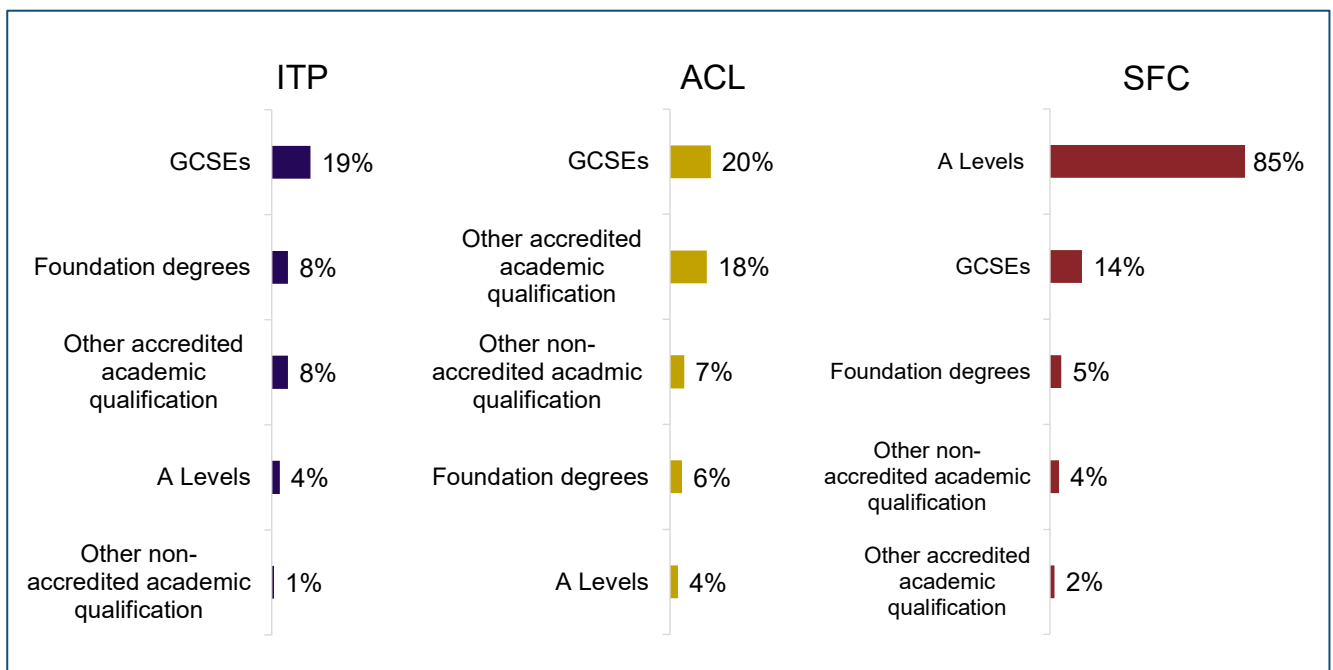
3.3.2 Academic course types

Figure 3.6 shows the academic qualifications delivered by teaching staff at ITPs, ACL providers, and SFCs. Around one in five staff at ITPs said that they delivered GCSEs (19%), but no other recognised academic learning programme was taught by more than 5% of the teaching staff at ITPs.

Similar to ITPs, the proportion of teachers/tutors at ACL providers that delivered academic learning programmes was lower than the number that delivered vocational learning programmes, with four in ten saying that they delivered ‘none of these’ types of academic programmes (42%). Among staff that did deliver academic learning programmes, the most common were GCSEs (20%) and other accredited academic qualifications (18%), but no other recognised academic learning programme was taught by more than five per cent of the teaching staff at ACL providers.

In contrast, the vast majority of teachers/tutors at SFCs delivered A-levels (85%), one in seven delivered GCSEs (14%) and one in twenty delivered foundation degrees (5%).

Figure 3.6: Academic qualifications taught



Base: all staff with a teaching role ITP (764) ACL (171) SFC (208), excludes those who said ‘None of these’ D9. Which, if any, of the following academic qualifications do you teach?

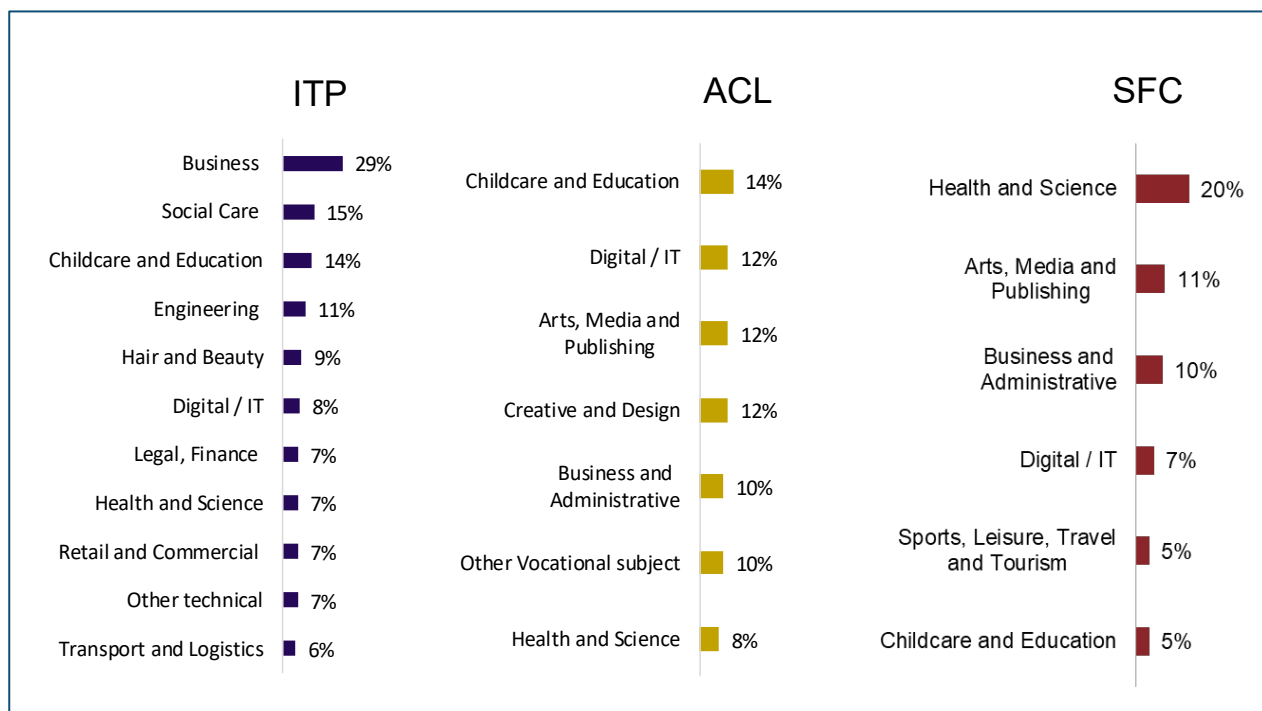
3.3.3 Vocational and other non-academic subjects

Almost all teaching staff in ITPs (91%) said that they delivered some form of vocational course, compared with 59% and 57% of teachers/tutors in ACL providers and SFCs respectively. The data shows that more than half of teaching staff in ITPs (57%) only deliver some form of vocational course, compared with three in ten teachers/tutors in ACL providers (30%) and very few in SFCs (3%). Teaching staff who said they taught at least one of the stated vocational learning programmes were then asked which vocational subjects they taught. Figure 3.7 shows the results. The most common vocational subject taught by staff at ITPs was business and administrative studies, followed by social care, childcare and education, engineering and manufacturing and hair and beauty. Teaching staff in ITPs who taught vocational programmes were more likely than those teaching vocational courses in ACL providers and SFCs to teach any of these subjects, which is related to the focus of ITPs on vocational provision, such as apprenticeships.

Among teachers/tutors at ACL providers who delivered vocational courses, the most common subjects taught were childcare and education (14%) followed by: digital / IT; arts, media and publishing; and creative and design (12% each). The proportion who taught creative and design within ACL providers was higher than in both SFCs and ITPs (12% compared with 3% and 2% respectively), indicating that this was a more specialist vocational area within ACL providers.

One-fifth of teachers/tutors at SFCs who taught vocational learning programmes said that they taught health and science (20%), significantly higher than teaching staff at ITPs and ACL providers (7% and 8%) and maybe related to BTEC provision in applied science or health and social care. One in ten staff involved in vocational programmes within SFCs taught arts, media and publishing, and business and administrative studies (11% and 10% respectively); 7% taught digital and IT.

Figure 3.7: Subject areas taught



Base: All who have a teaching role and deliver one of the stated learning programmes ITP (754) ACL (168) SFC (200), D7. Which of the following subject(s), area(s) or sector(s) do you work in? Only subjects, areas and sectors with a response of 5 percent or more are shown, For ITPs the following subject titles had to be shortened: business and administrative studies to 'business', engineering and manufacturing to 'engineering' and legal, finance and accounting to 'legal, finance'

3.3.4 Academic subjects

The vast majority of all teachers/tutors working in a SFC taught some type of academic qualification (91%). This fell to 57% for teachers/tutors working in ACLs and 44% for staff in ITPs.²¹ Teaching staff who taught at least one academic qualification were asked about which academic subjects they taught (Figure 3.8). More teaching staff at ITPs said they taught English and mathematics than any other subject (45% and 44% respectively), because academic provision within ITPs was concentrated largely in these two subject areas.

Around one in ten staff at ITPs who taught academic subjects taught business studies (12%) and a similar proportion taught accounting (10%). This was higher than in the

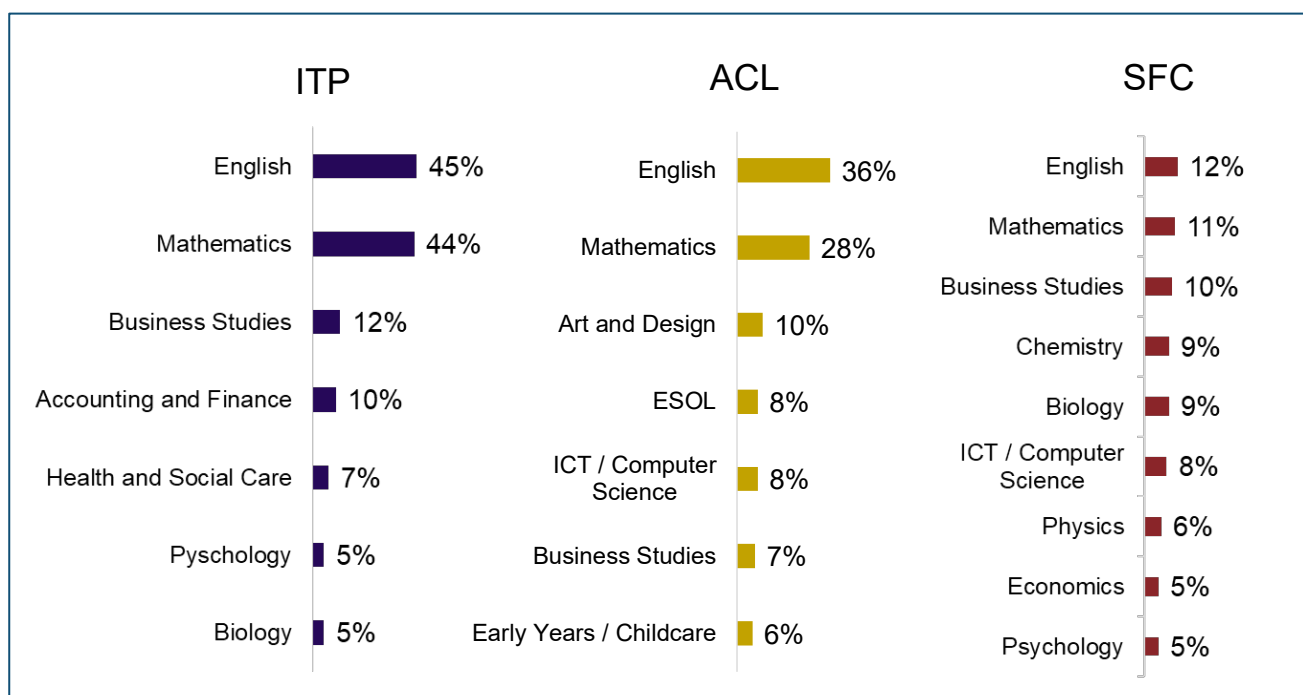
²¹ This includes teaching staff who said that they teach 'other accredited academic qualifications' and 'other non-accredited academic provision', as well as those who said GCSE, AS/A levels and foundation degrees.

other provider types, and reflective of the professional/technical qualifications offered by ITPs in these subject areas, such as the Audit and Accounting Technician (AAT) qualification.

The most common academic subject that teachers/tutors at ACL providers delivered was English (36%), followed by mathematics (28%). Again, this was influenced by the high concentration of academic provision in those subject areas, compared with SFCs, where the distribution of academic subjects was much more diverse. One in ten staff involved in academic provision at ACL providers taught art and design (10%), higher than the proportion at ITPs and SFCs (both 4%). The proportion who taught ESOL (8%) in ACL providers was also higher than in the other provider types – indeed ESOL was concentrated largely within ACL providers as hardly any staff delivered this in ITPs, and none in SFCs.

Within SFCs, where the vast majority of staff were delivering academic qualifications such as A levels, the distribution by academic subject was fairly even. English and mathematics were the most common (12% and 11% respectively), followed by around one in ten staff each delivering business studies, chemistry, biology, and ICT. Figure 3.8 shows that around one in twenty staff taught academic qualifications in physics, psychology, and economics, respectively.

Figure 3.8 Academic subjects taught



Base: All who teach an academic qualification ITP (321) ACL (98) SFC (195). Only subjects with a response of 5 per cent or more are shown, D10. Which of the following academic subject(s) do you teach?

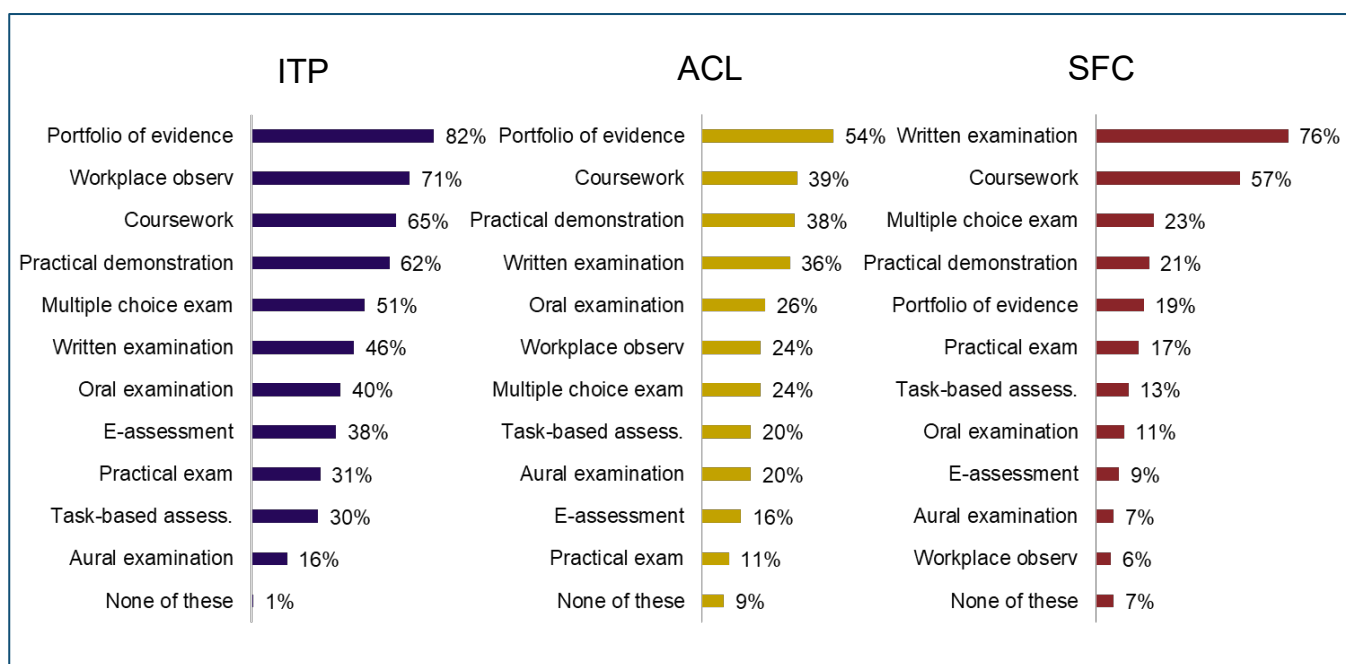
The section has shown the variety between the provider types and highlighted the different types of education and training on offer between them. The most commonly taught academic subjects for all provider types were English and mathematics – apart from those there was little similarity between the provider types in terms of programmes delivered, and qualifications and subjects taught.

3.4 Methods of assessment used

Figure 3.9 shows the breakdown of methods of assessment used by teaching staff by provider type. Staff at ITPs conducted the most diverse range of assessment methods and were more likely than those in both ACL providers and SFCs to conduct almost every method, with the exception of written examinations.

Meanwhile, teachers/tutors at SFCs were more likely than those at ITPs and ACL providers to use written examinations (76%) and more likely than those at ACL providers to use coursework (57% compared to 39%).

Figure 3.9 Methods of assessment



Base: All teachers ITP (764), ACL (171), SFC (208)

Overall, as might be expected given the types of learning programmes and qualifications offered, there is a stark difference between the methods of assessment delivered at different provider types. In keeping with apprenticeship and other work-based learning

programmes, the most common method of assessment at ITPs was found to be via a portfolio of evidence. This may change over time as end-point assessment is rolled out and becomes mandatory for apprenticeship standards, which may involve a test or written examination. Similarly, given the high proportion of teachers/tutors at SFCs who taught A levels, it is unsurprising that the most common method of assessment was by written examination.

4. Salary, qualifications and prior industry experience

This chapter details average salaries for teaching staff and leaders, the highest qualifications they hold, including rates of qualified teacher status (QTS), routes into working in the education and training sector, and previous experience within education and outside of education. Overall, the analysis finds:

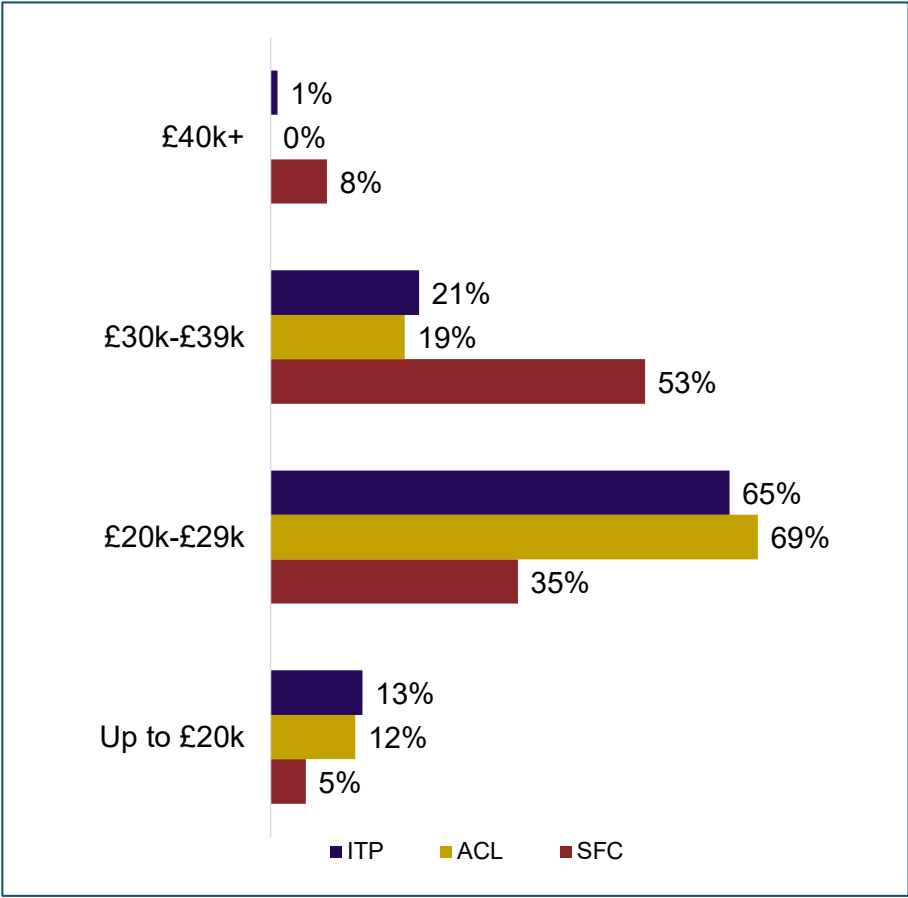
- Teachers/tutors and leaders in SFCs had a higher salary, on average, than those working in ACL providers and ITPs;
- Teachers/tutors and leaders in SFCs were the most likely to hold QTS and were typically qualified to Level 7 (86%), by contrast the majority (64%) of staff in ITPs were qualified to Level 3 or 4. The most common highest qualification level among ACL providers was Level 7 (38%); and
- Staff in ITPs have, on average, a greater amount of experience outside of education. Almost two-thirds (62%) of teaching staff in ITPs had previously worked outside of education, compared with 37% of teachers/tutors in ACL providers and 36% in SFCs. This relates to the type of provision they deliver, as staff in ITPs are more likely to deliver vocational subjects and work-based qualifications such as apprenticeships.

4.1 Salary levels

All respondents were asked to provide their annual salary before tax. The average reported salary for full-time teaching staff (excluding any who had management responsibility) was £18,229 in ITPs, £17,118 in ACLs and £29,458 in SFCs. As shown in Figure 4.1, full-time teachers/tutors in SFCs were far more likely to be earning over £30,000 (61%, compared with 22% of full-time teaching staff in ITPs, and 19% of teachers/tutors in ACL providers). Please note that the base sizes for full-time teachers/tutors staff in SFCs and ACL providers are relatively small and these findings should be treated as indicative. By comparison, the CSS found that 28% of FE college teaching staff earned £30,000 or more.²²

²² [CSS main report p.39 This includes annual salary for teaching staff on a range of contracted hours, not just full-time contracts.](#)

Figure 4.1. Annual salary before tax, full-time teachers, trainers and assessors



Base: All teachers only, on a full-time contract ITP (345), ACL (26), SFC (66), H3. Thinking just about your role at <provider>, what is your annual salary, before tax?, where respondents were unsure or refused they were asked H4 and offered bands. H4. Thinking about your role at <provider>, which of the following best describes your income just from this organisation?

Similar patterns are apparent in the salaries of part-time teaching staff, with SFC teachers/tutors more likely to be earning a higher salary compared with teaching staff in ACL providers or ITPs. Part-time teachers/tutors in ACL providers and ITPs were most likely to be earning under £20,000 (75% and 71% respectively, compared with 35% of part-time staff in SFCs). Salary figures have not been scaled and represent the annual salary pre-tax given by teaching staff on a part-time contract, it is difficult to make direct comparisons as the number of part-time working hours for staff will differ. Furthermore, the number of part-time teachers/tutors in ACL providers and SFCs is small and the results should be treated indicatively.

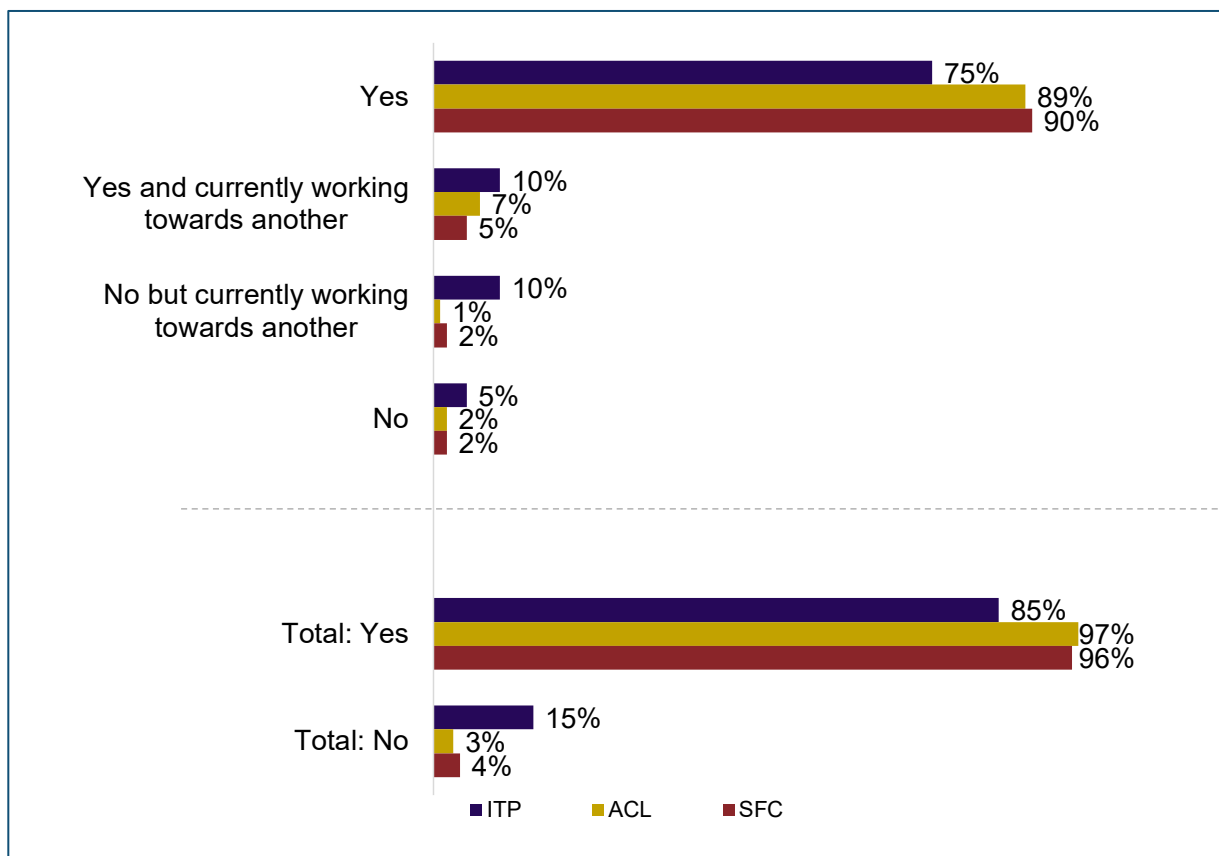
Across all three provider types, leaders reported a higher average salary compared to teaching staff. Half (50%) of SFC leaders earned over £40,000, compared with 37% of

ACL provider leaders and 17% of ITP leaders. In comparison, the CSS reported that 43% of college leaders earned over £40,000.²³

4.2 Extent and highest level of teaching qualifications

All staff were asked if they held any qualifications in teaching, training or learning assessment. As shown in Figure 4.2, those in ACL providers and SFCs were most likely to already hold a teaching qualification (97% and 96% respectively). Teaching staff in ITPs were more likely to indicate they did not have a teaching qualification but were currently working towards one (10%).

Figure 4.2 Do you have any qualifications in teaching, training or learner assessment?



Base: All with a teaching role ITP (764), ACL (171), SFC (208), D1. Do you have any qualifications in teaching, training or assessment?

Of those who indicated they were working towards a teaching qualification, teaching staff in ITPs were most likely to be working towards a Level 3 qualification (54% compared

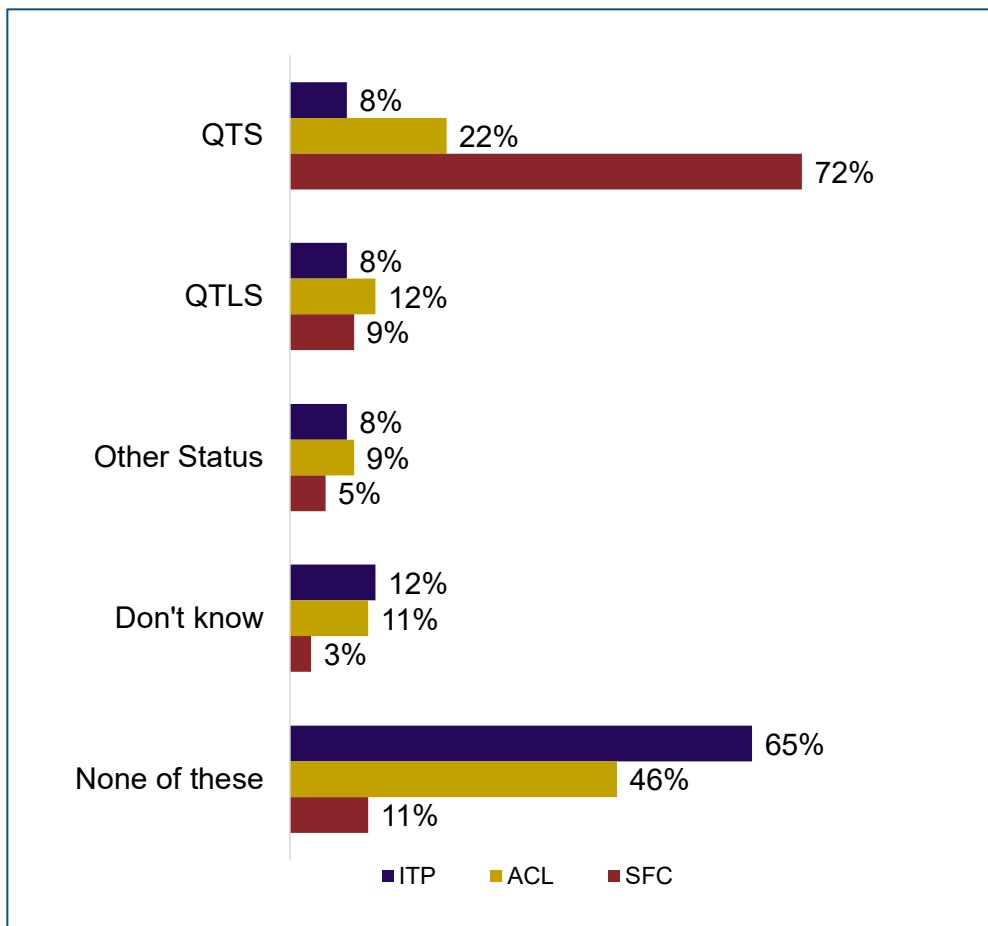
²³ [CSS main report p.41](#)

with 27% of teachers/tutors working for ACL providers and no one in SFCs). In contrast, teachers/tutors working for SFCs were more likely to be working towards a Level 7 qualification (50% compared with 23% in ACL providers, and 1% in ITPs). Due to the small base sizes, these findings should be treated as indicative only.

4.2.1 Teaching status

Staff in SFCs were more likely than in other provider types to have held a teaching status. Around four in five (81%) teachers/ tutors in SFCs held qualified teacher status (QTS) or qualified teacher learning and skills (QTLS) status, compared with around a third (34%) in ACL providers and 15% of teaching staff in ITPs. Two-thirds (65%) of ITP teaching staff reported that they do not have QTS, QTLS or equivalent, which compared with 46% of teachers/tutors working for ACL providers and 11% for SFCs.

Figure 4.3 Whether teaching staff have QTS, QTLS or any other related professional status in their current role



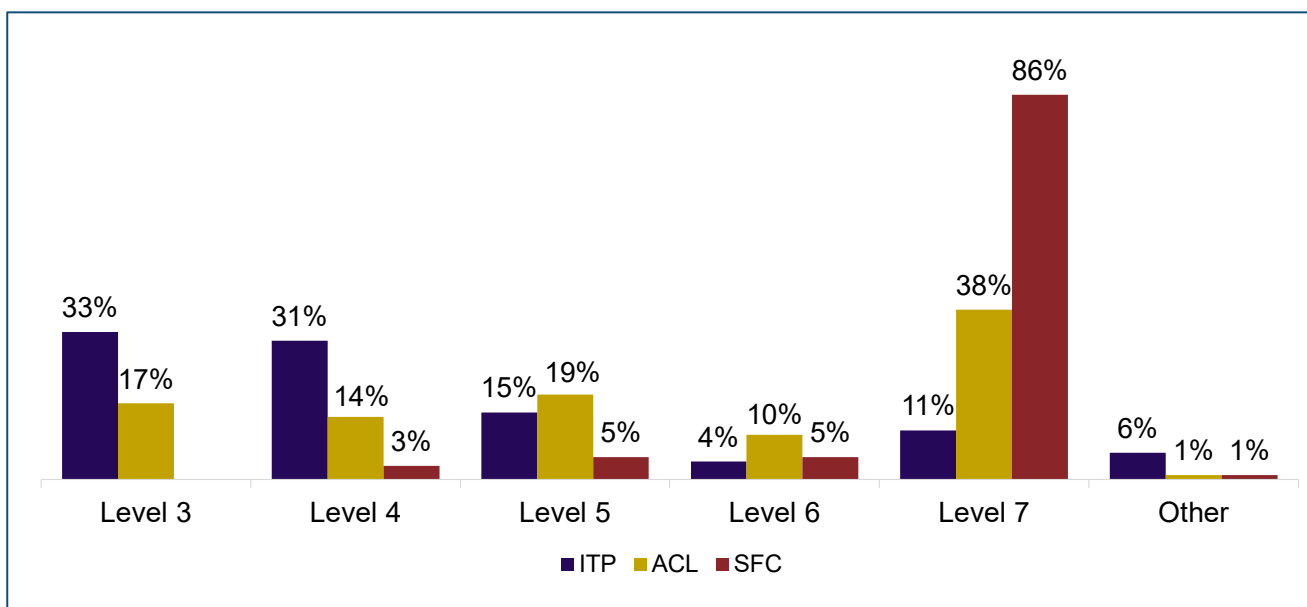
Base: All with a teaching role, ITP (764), ACL (171), SFC (208), D4. Do you have Qualified Teacher Status (QTS), Qualified Teacher Learning and Skills (QTLS), or any other professional status related to your role at <provider>?

In comparison, the CSS reported four in ten teachers (41%) in FE colleges held a teaching-related professional status. Nearly one-quarter (23%) held QTS and 16% held QTLS. Respondents who said 'other' were asked to specify what they were referring to. The responses were varied but answers included Cert Ed, MAAT, AET and A1 Assessor Award.

4.2.2 Highest level of qualification

All teaching staff who held teaching, training or learning assessment qualifications were asked to specify the level of their qualification(s). As demonstrated in Figure 4.4, teaching staff in ITPs were typically qualified at Level 3 or 4 (64%, compared with 31% in ACL providers, and 3% in SFCs). By contrast, the vast majority of SFC staff (86%) were qualified to Level 7, such as a Postgraduate Certificate in Education (PGCE), compared with 38% in ACL providers and 11% in ITPs.

Figure 4.4. Highest level of teaching, training or assessment qualification held



Base: All who have teaching or training qualifications ITP (683), ACL (167), SFC (200), D2.
Which of the following teaching, training or assessment qualifications do you have?

In comparison, the CSS reported that 45% of teaching staff in FE colleges held a Level 7 teaching qualification. Overall, seven in ten teachers (70%) held a teaching qualification at Level 5 or above: this compares with 96% of staff in SFCs, 67% in ACL providers, and 30% in ITPs.

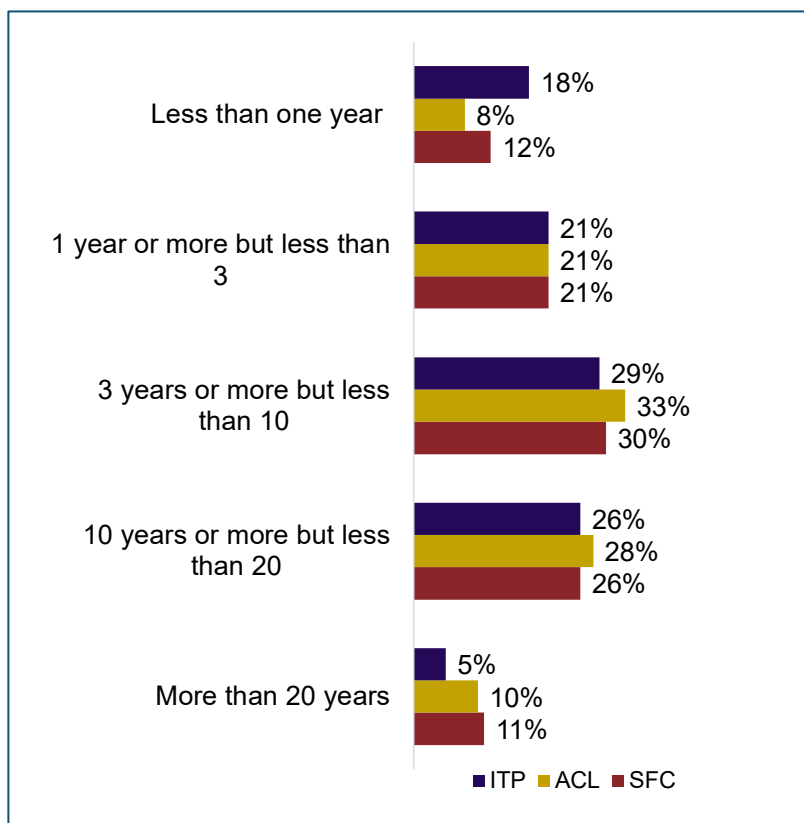
4.3 Length of time in teaching and routes into teaching

All staff were asked questions on tenure and previous experience. These included how long they had been in their current role, how long they had worked in the education and training sector overall, whether they held any other contracts with other providers, and previous experience (if any) they had of working outside of education in a profession that they later went on to teach. The survey revealed differences on a range of measures, not only between provider types, but also between teaching staff and leaders.

4.3.1 Length of experience in current role

Figure 4.6 shows that almost one in five (18%) of ITP staff had been in their current role for less than a year. This compares with 12% of SFC and 8% of staff in ACL providers. By contrast around one in ten staff working in ACL providers and SFCs (10% and 11% respectively) had been in their current role for over 20 years, compared with just 5% of ITP staff.

Figure 4.5 Length of time in current role with current employer



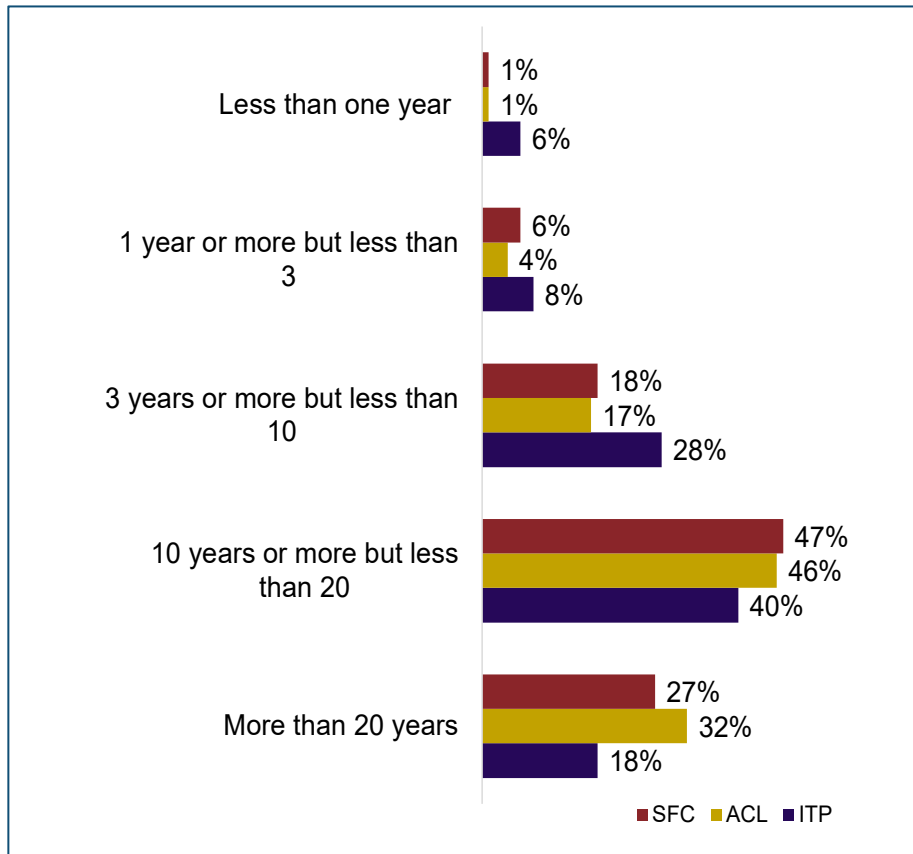
Base: All teachers / leaders ITP (870), ACL (211), SFC (222), E1. How long have you been in your current role at <provider>?

4.3.2 Length of experience in the education and training sector

As shown in Figure 4.6, staff in ITPs tended to have been working in the education and training sector for a shorter amount of time than those in the other provider types. Fourteen per cent of staff in ITPs had less than three years' experience in the sector, compared with 5% of staff in ACL providers and 8% of staff in SFCs.

Again, findings point to variation in experience between teachers and leaders, as might be expected given their different levels of seniority. Sixteen per cent of teaching staff in ITPs, 14% in SFCs and 6% in ACL providers had less than three years of experience in the education and training sector. This compares with 9% of leaders in ITPs, less than 1% in SFCs and 3% in ACL providers.

Figure 4.6 Total length of time working in the education and training sector



Base: All teachers / leaders ITP (870), ACL (211), SFC (222), E10. In total, how long have you been working in the education and training sector?

The majority of staff in ACL providers and SFCs (78% and 74% respectively) had ten or more years of experience in the education and training sector. This compares with 58% of staff in ITPs; and is comparable to the CSS, which reported that around half (52%) of teachers had worked in the sector for ten or more years.²⁴

All leaders were also asked how long they had been working in a management role in the education and training sector. The results were similar across provider types. There was no significant difference between the percentages with over ten years of management experience (43% in ITPs, 41% in ACL providers, and 44% in SFCs). A similar question in the CSS suggests the average length of time is slightly lower in general and specialist FE colleges; around a third (31%) of leaders had ten or more years of leadership experience in the FE sector.

²⁴ [CSS main report p.37](#)

Leaders in ITPs and ACL providers were more likely to be new to management. Over a quarter of ITP and ACL leaders (27% and 28% respectively) had less than three years of management experience in the sector, compared with 15% of leaders in SFCs.

4.4 Experience gained outside of the FE sector

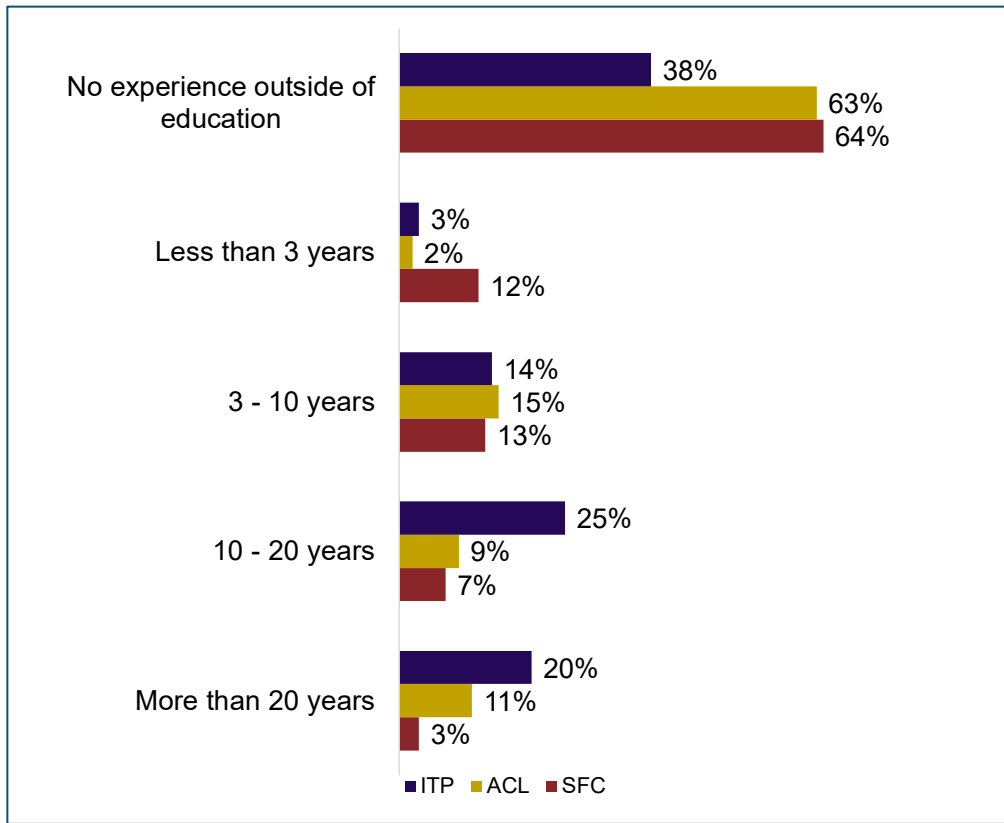
Almost two-thirds (62%) of staff in ITPs had prior experience of working outside of the education sector. This is comparable with findings from the CSS in which 64% of teachers reported that they had worked outside education in an area relating to the vocational subject(s) they taught.²⁵ Rates of outside experience were lower in ACL providers and SFCs, as might be expected given these provider types are less likely to offer vocational courses and more likely to provide academic and other types of provision. Around two-thirds (63% in ACL providers and 64% in SFCs) reported they had no prior experience working outside of education.

Across all provider types, leaders were more likely to report they had no experience outside of education compared with those who exclusively teach. In ITPs, a third (33%) of teaching staff reported having no outside experience, compared with almost half (49%) of leaders. In ACL providers, 57% of teachers/tutors had no outside experience compared with 76% of leaders and, similarly, in SFCs 56% of teachers/tutors had no outside experience compared with 75% of leaders.

As shown in Figure 4.7, staff in ITPs tended to have spent more time in industry before moving into the education sector. ITP staff were the most likely to have over ten years of industry experience (45%) compared with 20% of ACL staff and 10% of SFC staff. ITP staff reported an average of ten years industry experience, compared with an average of five years industry experience amongst ACL staff and three years amongst SFC staff.

²⁵ [CSS main report p.72](#)

Figure 4.7 Total length of experience outside of the education and training sector



Base: All teachers / leaders ITP (870), ACL (211), SFC (222), E16. In total, how long did you work in each sector outside of the education and training sector?

The finding that ITP staff tend to have more outside experience may be reflective of the fact that they are more likely to deliver vocational training (as outlined in section 3.3). Seventy-four per cent of ITP teaching staff deliver apprenticeship learning programmes (compared with 9% of ACL teachers/tutors and none in SFCs). This suggests it is particularly important for teaching staff in ITPs to have outside - industry - experience, rather than specific teaching qualifications. In contrast, staff in SFCs are less likely to have experience outside of education, but, as highlighted in section 4.2, are more likely to hold a higher level of teaching qualification. This is reflective of the fact they are more likely to teach academic subjects: 92% of SFC teachers/tutors teach academic qualifications, compared with 58% of ACL teachers/tutors and less than half (45%) of ITP teaching staff.

4.5 Recency of industry experience

ITP and ACL staff typically had more recent experience outside of education. A third of staff in ITPs who had prior outside experience had gained this in the last three years; this

includes 14% who were currently working outside of education, alongside their job in education and training. In ACL providers, 29% of those who had prior outside experience gained this in the last three years, which includes 18% currently working outside education. In contrast, 14% of those in SFCs who had prior outside experience had gained this in the last three years and only 2% were currently working outside education alongside their job in teaching. Those with outside experience working in SFCs were most likely to have gained this over ten years ago (64%, compared with 47% in ACL providers, and 36% in ITPs).

All staff with outside experience were asked which sectors they had worked in:

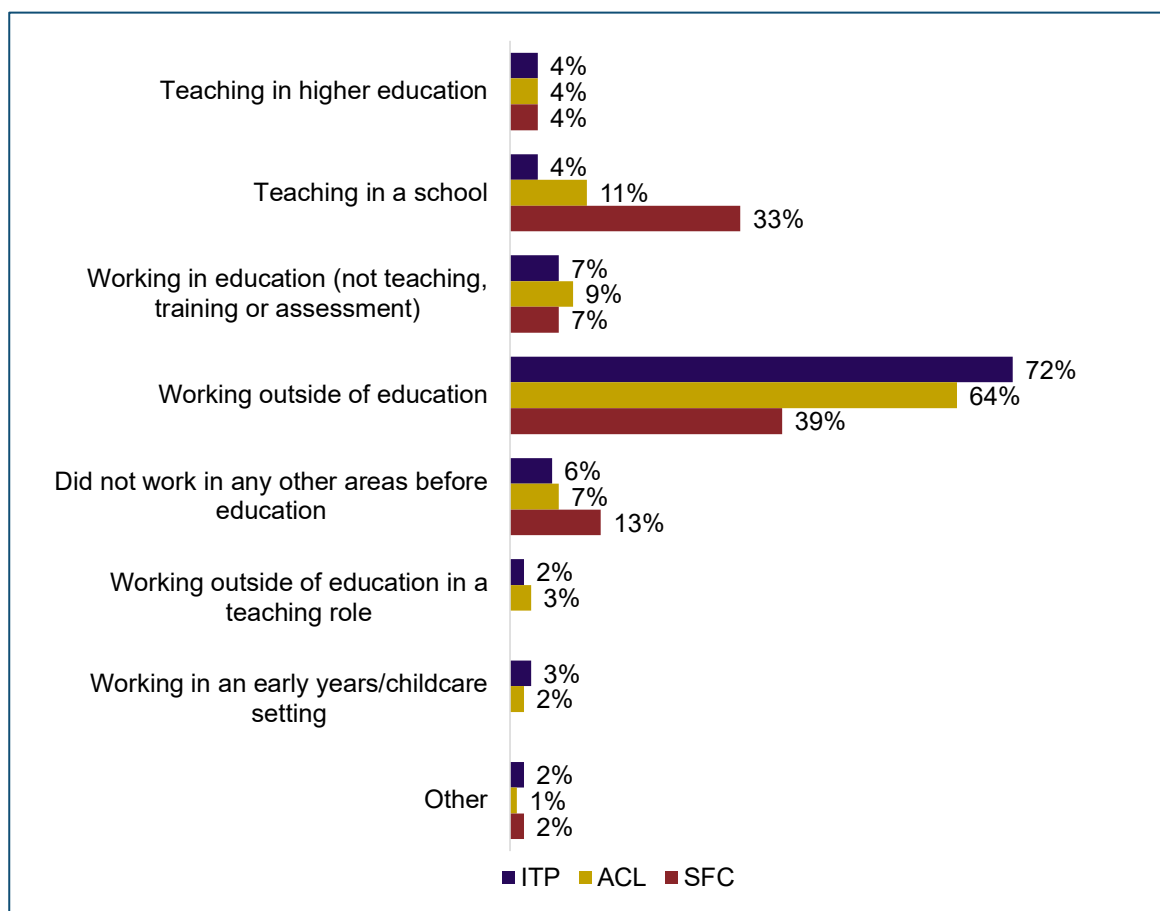
- Staff in ITPs were most likely to have worked in business and administrative (17%), social care (15%) and engineering and manufacturing (11%);
- Staff in ACL providers were most likely to have worked in arts, media and publishing (18%) and creative and design (12%); and
- Staff in SFCs were most likely to have worked in health and science (13%), arts media and publishing (13%) and digital and IT (11%).

4.6 Routes into education

All respondents were asked about their working situation immediately before they started working in FE.

The majority of staff in ITPs and ACL providers (72% and 64% respectively) had been working outside of education immediately before starting in FE, compared with just 39% of staff in SFCs. A third (33%) of SFC staff moved directly into FE from working in a school, compared with 11% of staff in ACL providers and 4% of staff in ITPs. Staff in SFCs were also more likely to indicate that they had not worked in any other area before starting in FE (13% compared with 7% in ACL providers, and 6% in ITPs). See Figure 4.8 for the full results.

Figure 4.8: Which of the following best describes your working situation immediately before you started working in FE



Base: All teachers / leaders ITP (867), ACL (198), SFC (191), E13nw Which of the following best describes your working situation immediately before you started working in further education?

4.7 Dual or multiple job-holding

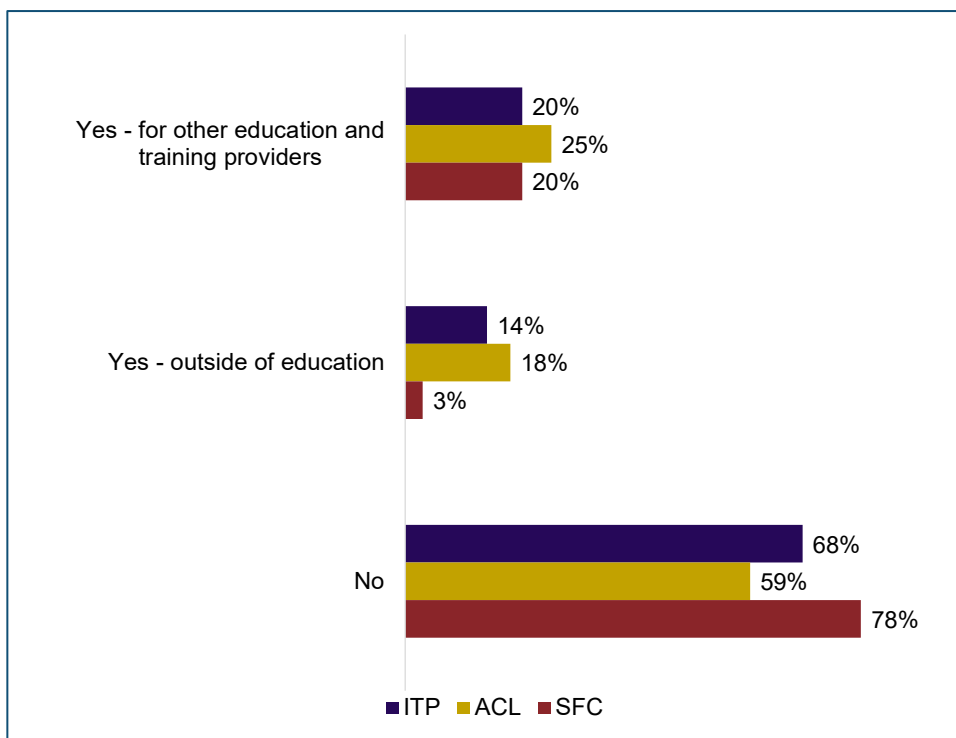
All staff were asked if they currently worked for any other organisations, or were self-employed, outside of their work with their provider. Staff in ACL providers were the most likely to have other employment (41%), compared with 32% of staff in ITPs and 22% of staff in SFCs.²⁶

Figure 4.9 shows that teachers/tutors working for ACL providers were the most likely to be working for other education services (25%). Those ACL provider staff who said that they worked for other providers reported a range of different employers, most commonly

²⁶ The aggregated figures presented here for those who said ‘yes – other education’ and ‘yes – outside’ have been calculated using the raw base sizes rather than simply summing the two percentages. Often, the two methods will lead to the same result, but occasionally there may be a difference of one or two percentage points.

education services within other local authorities (47%), personal tutoring (32%), ITPs (17%) or charity and voluntary training providers (12%).

Figure 4.9: Do you currently work for any organisations or are you self-employed outside of your work with your provider



Base: All who have a teaching role ITP (764), ACL (171), SFC (208), F1. Do you currently work for any organisations or are you self-employed outside of your work with <provider>?

A fifth (20%) of teaching staff in ITPs and teachers/tutors working for SFCs worked for other education and training providers. ITP teaching staff typically worked for other ITPs (78%). Teachers/tutors working for SFCs were more likely to work for other SFCs (48%) or examination boards (41%).

Around one in five (18%) teachers/tutors working for ACL providers and 14% ITP teaching staff currently held a job outside of education, alongside their teaching work. This is comparable with findings from the CSS which found that 17% of FE college teachers were currently working outside of education.²⁷ Teachers/tutors working for SFCs were the least likely to currently hold a job outside of the education sector (3%).

²⁷ [CSS main report p.73](#)

5. Views of working in the education and training sector

This section explores the views of leaders and teaching staff working in education and training, specifically looking at: overall satisfaction with working in education and training, satisfaction with opportunities to develop their career within the sector; the most rewarding aspects of working in the education and training sector as well as the main difficulties; and likelihood of leaving the sector in the next 12 months. The key findings from that analysis are:

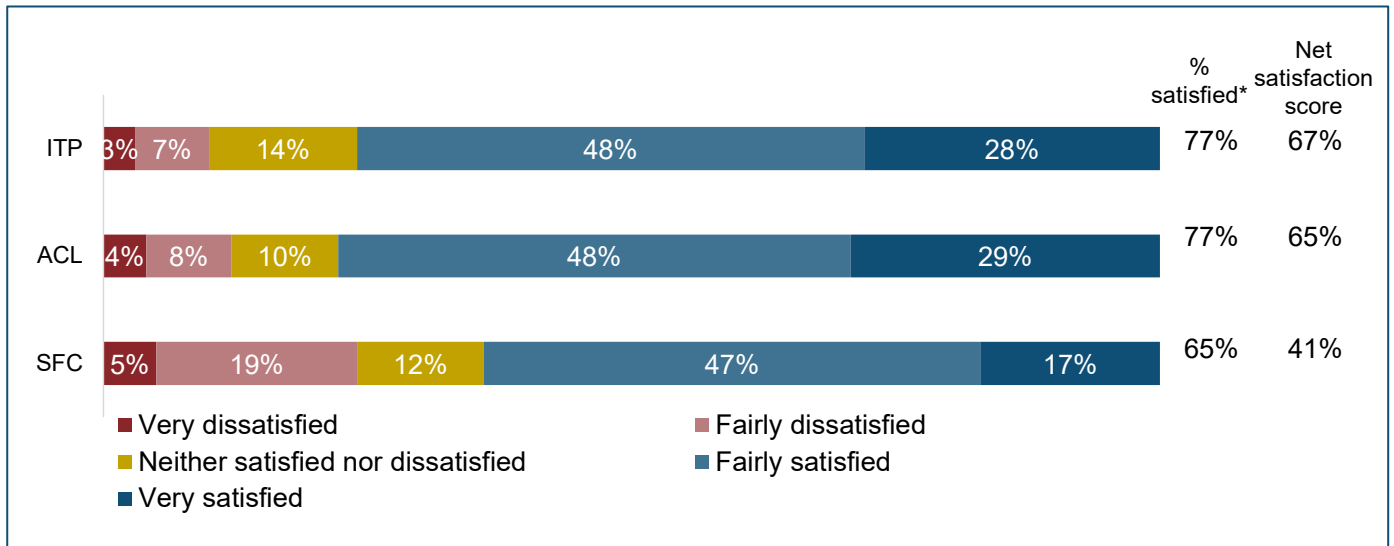
- The majority of leaders and teaching staff were satisfied with working in education and training – 77% of staff working in ITPs and ACL providers said they were satisfied compared with 65% for staff working in SFCs.
- Satisfaction with opportunities for career development in their sector was much higher among staff in ITPs (73%) than among those in ACL providers (59%) or SFCs (50%).
- Helping learners to both reach their potential and progress in their careers were the most commonly mentioned rewards of working in education and training; while workload, systemic issues such as too much bureaucracy, and learner attitudes/behaviour were identified as the main difficulties. Workload was a particular issue among staff in SFCs.
- Around one in four teaching staff said they were likely to leave the sector in the next 12 months (22% in ACL providers and ITPs, and 26% in SFCs). Around one in five leaders said they were likely to leave (21%). Although this represents a considerable challenge for retention, both of these figures are lower than for teachers and leaders reported in the CSS (42% and 33% respectively).

5.1 Teachers' and leaders' satisfaction with working in education and training

Leaders and teaching staff were asked how satisfied or dissatisfied they were with working in education and training. Figure 5.1 shows that around half of teachers and leaders in each provider type were 'fairly satisfied' and similar proportions in each provider type, around one in twenty, were 'very dissatisfied'. However, teachers/tutors and leaders in SFCs were more likely than their counterparts in the other two provider types to be 'fairly dissatisfied' (19%, compared with 8% in ACL providers and 7% in ITPs), and less likely to be 'very satisfied' (17%, compared with 29% in ACL providers and 28% in ITPs).

Therefore, 'net' satisfaction levels²⁸ for those working in the education and training sector were higher among teachers and leaders working in ACL providers and ITPs (+67 and +65 percentage points respectively), than those working in SFCs (+41 percentage points).

Figure 5.1: Overall satisfaction with working in the education and training sector, among all teachers and leaders

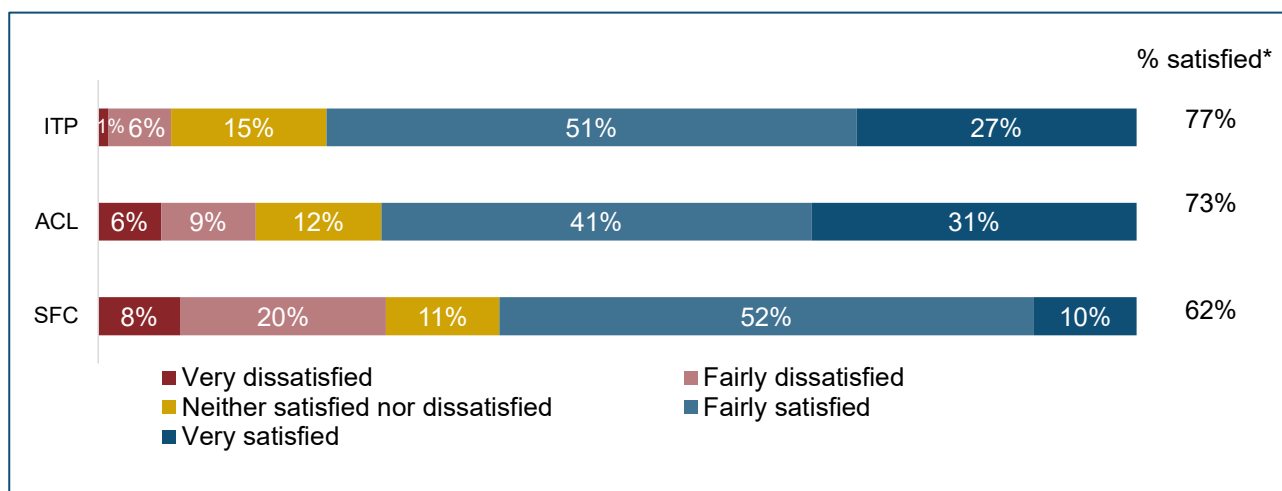


Base: all teachers and leaders (1303), Independent Training Provider (870), Adult and Community Learning provider (211), Sixth Form College (222) G5: Overall, how satisfied or dissatisfied are you with working in education and training? *where %s do not sum this is due to rounding

Figure 5.2 shows satisfaction with working in education and training for teachers. As can be seen by the 'net' scores, across all the provider types, teaching staff generally reported that they were satisfied with working in education and training. Notably, teachers/tutors in SFCs were less likely than the other two provider types to be 'very satisfied' (10%, compared with 31% in ACL providers and 27% in ITPs) and were more likely to report higher 'net' dissatisfaction scores (28% compared with 15% of teachers/tutors in ACLs and 7% of teaching staff in ITPs). Despite teachers in ACL providers reporting greater levels of being 'very satisfied' compared with ITPs, they were also more likely to report greater dissatisfaction overall; and to be 'very dissatisfied'. This suggests there is greater variance in satisfaction among teachers/tutors within ACL providers compared with ITPs.

²⁸ The 'net' rating is the difference between the proportion who were very or fairly satisfied and the proportion who were very or fairly dissatisfied.

Figure 5.2: Overall satisfaction with working in education and training sector, teaching staff only



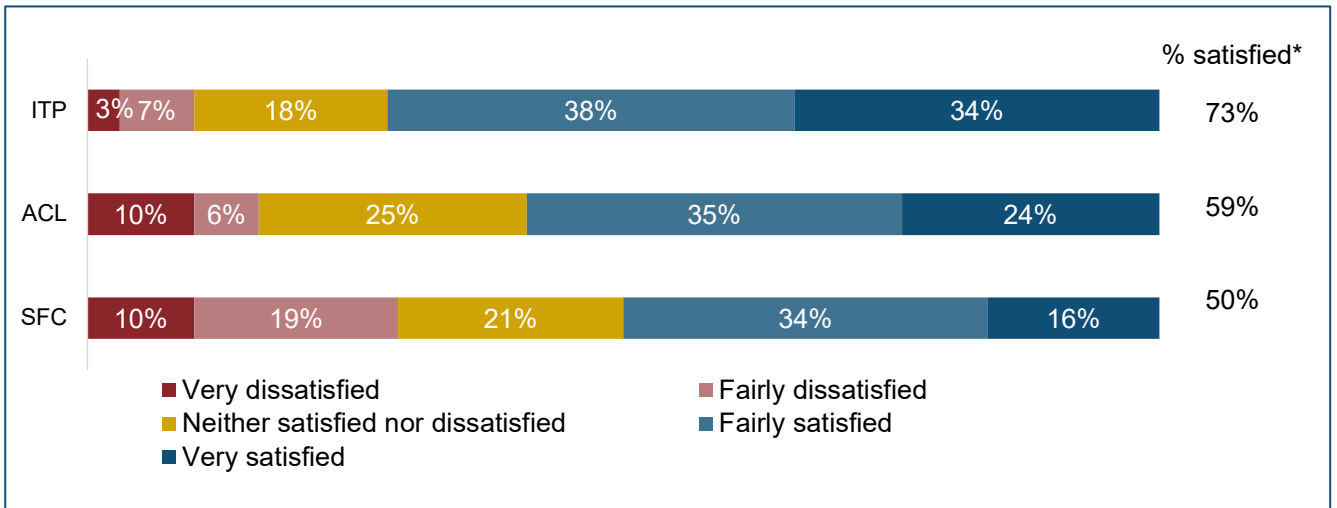
Base: all teachers (839), Independent Training Provider (585), Adult and Community Learning provider (139), Sixth Form College (119) G5: Overall, how satisfied or dissatisfied are you with working in education and training? *where %s do not sum this is due to rounding

The base sizes for leaders were too small to report by provider type. In general, leaders were satisfied with working in education and training (88% ‘net’ satisfaction score). At an overall level, satisfaction was greater for leaders compared to teaching staff, however reported levels of being ‘very satisfied’ were similar for both groups.

5.2 Satisfaction with opportunities for career development

All leaders and teaching staff were asked how satisfied or dissatisfied they were with the opportunities to develop their career in the education and training sector. As Figure 5.3 shows, teaching staff and leaders in ITPs (34%) were more likely to report they were ‘very satisfied’ than those in ACL providers (24%) and SFCs (16%) and were less likely to report they were ‘very dissatisfied’. Similar to the results for overall satisfaction, teachers/tutors and leaders in SFCs were more likely to be dissatisfied (30%), than those working in ACL providers (16%) and ITPs (10%) and less likely to be ‘very satisfied’.

Figure 5.3: Satisfaction with opportunities for career development in the sector

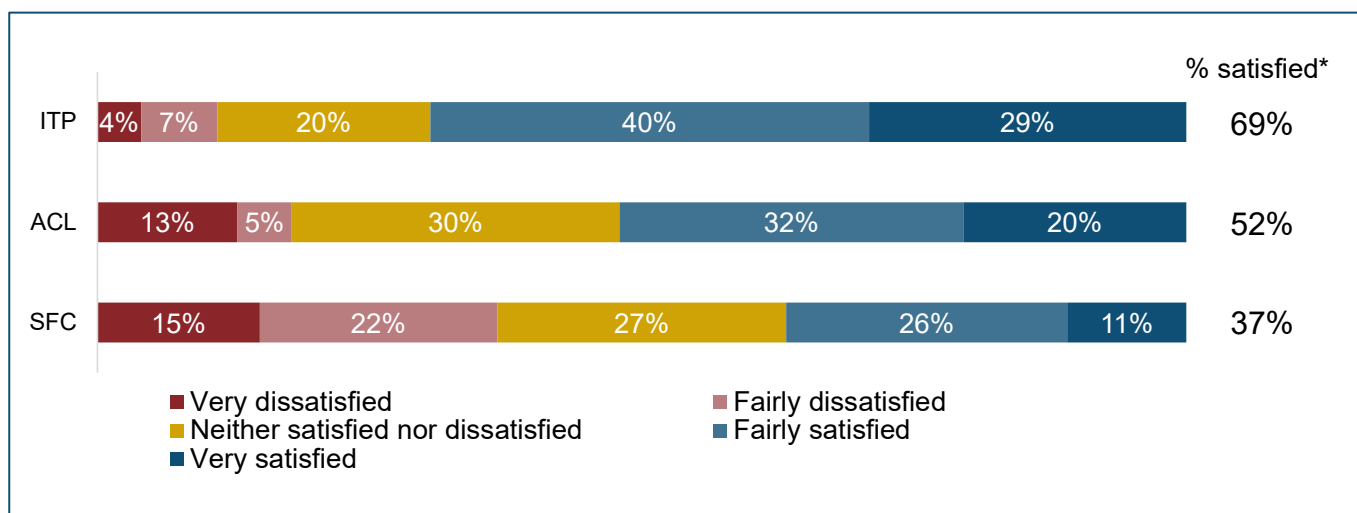


Base: all teachers and leaders (1303), Independent Training Provider (870), Adult and Community Learning provider (211), Sixth Form College (222). G1: How satisfied or dissatisfied are you with the opportunities you have to develop your career within the education sector?
 *where %s do not sum this is due to rounding

Figure 5.4 presents satisfaction with opportunities for career development amongst teaching staff. Teaching staff working in ITPs (69%) reported greater satisfaction with opportunities for career development, compared with other provider types (52% in ACL providers and 37% in SFCs) and teachers/tutors in SFCs reported higher dissatisfaction at 37%. In the CSS, only 41% of teachers reported that they were ‘satisfied’ with opportunities for career development, which is most in line with teachers/tutors working at SFCs.²⁹

²⁹ [CSS main report p.48](#)

Figure 5.4: Satisfaction with opportunities for career development in the sector amongst teaching staff only



Base: all teachers (839), Independent Training Provider (585), Adult and Community Learning provider (135), Sixth Form College (119). G1: How satisfied or dissatisfied are you with the opportunities you have to develop your career within the education sector? *where %s do not sum this is due to rounding

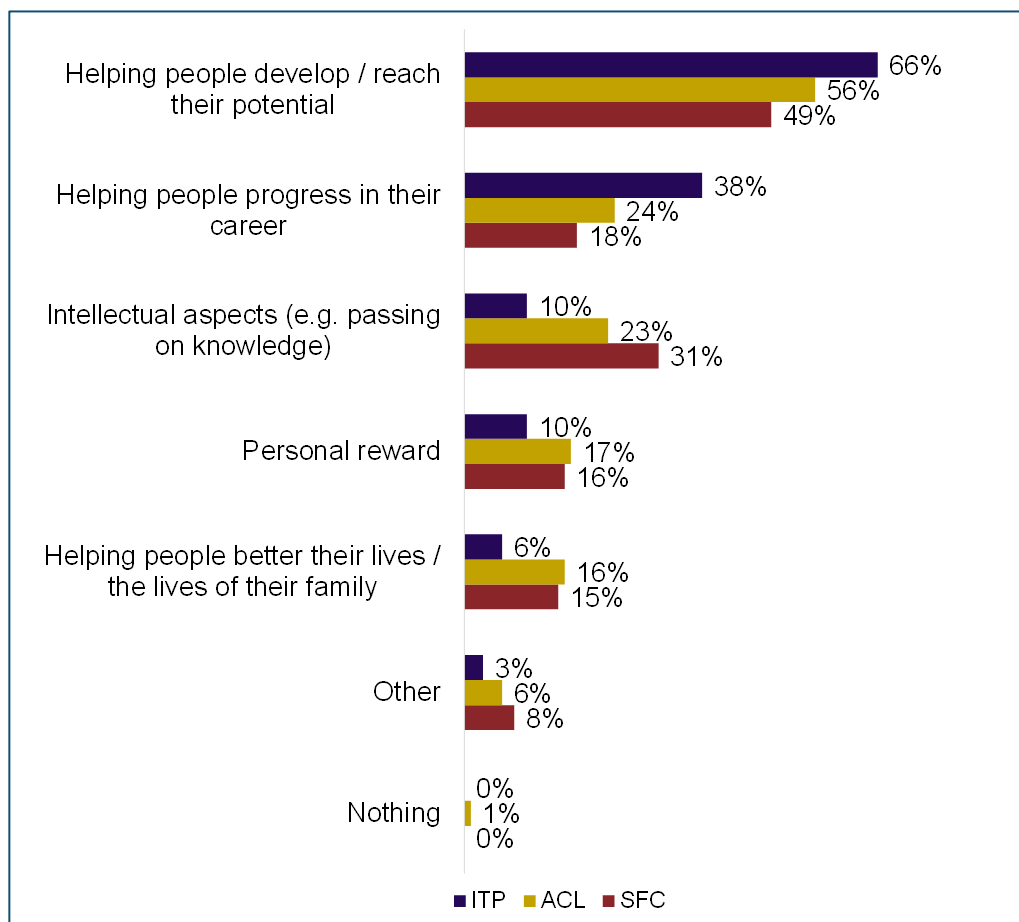
The majority of leaders were satisfied with their opportunities for development. Similar to results in the CSS, leaders reported greater satisfaction than teachers (85% compared with 60%). However, overall satisfaction levels and reports of being ‘very satisfied’ were greater compared to the CSS.³⁰

5.3 What do teaching staff and leaders find most rewarding about working in education and training?

Leaders and teaching staff were asked to report what aspects they found most rewarding about working in education and training. Free text responses were analysed and coded into themes, presented in Figure 5.5.

³⁰ CSS main report p.50

Figure 5.5: Most rewarding aspects of working in education and training



Base: Independent Training Provider (869), Adult and Community Learning provider (211), Sixth Form College (222). G3: What would you say is the best or most rewarding part of working in education and training? Figures exclude those who said 'Don't know'.

Amongst teaching staff and leaders, helping people reach their potential was the most rewarding aspect of working in education and training, especially for those working in ITPs (66%) and ACL providers (56%), who were more likely to cite this than those working in SFCs (49%). Notably, teaching staff and leaders working in ITPs (38%) were more likely than those in ACL providers (24%) and SFCs (18%) to mention 'helping people progress in their career'. This may be linked to the more heavily vocational nature of provision within ITPs compared with the other provider types, where there was a greater mix of academic, vocational and other types of learning. Illustrative examples include:

“Being part of a process that allows people to develop their skills both personal and technical and show their full potential. Seeing those students progress onto further qualifications or develop in the industry.”
Teacher/trainer or assessor, ITP

“Developing people and passing on my industry knowledge. Too many academics cannot teach how to use the theory within the workplace, those of us who come from industry can, students react positively to this.” *Teacher/trainer or assessor, ITP*

Teachers/tutors and leaders in SFCs (31%) and ACL providers (23%) were more likely to mention that ‘intellectual’ aspects, which included passing on knowledge/skills and the opportunity for personal development, were rewarding aspects of working in education and training compared with ITP staff (10%). Teaching staff working in ITPs were also less likely to mention that working in education and training was ‘personally rewarding’.

“The most rewarding part is to make a difference to people's lives. Seeing the difference you make to other people on a long-term basis, particularly in Family learning with the parents and the children.” *Teacher/tutor, ACL*

“Working with young people teaching subjects that I enjoy. The pension scheme is also excellent. Planning resources and delivering high quality lessons where students make clear progress is also very rewarding.” *Teacher/tutor, SFC*

Despite variations between the different provider types, the results are largely in line with the CSS, where the interpersonal aspects of working in FE were identified as being the most rewarding, specifically: learner progression (40%) and learner achievement (30%).³¹

5.4 What do teachers and leaders find most difficult about working in education and training?

All teaching staff and leaders were asked to describe what they found most difficult about working in education and training, with responses analysed and coded up thematically from free text (Figure 5.6).

Workload was the most commonly mentioned overall, and by far the biggest issue among teachers/tutors and leaders in SFCs (69%) compared with those in ACL providers (42%) and ITPs (37%).

³¹ [CSS main report p.54](#)

“Increasing workload and class sizes. A full-time member of the teaching staff now has 3 hours a week more contact time than 5 years ago and 5 hours more than 15 years ago. This has led to fewer enrichment opportunities for the students and also less availability of additional support for them. Class sizes seem to be about 20% bigger than they were 10 years ago.” *Teacher/tutor, SFC*

Workload was also the greatest difficulty identified in the CSS, mentioned by 48% of teachers in FE colleges.³² This was followed by systemic challenges, including bureaucracy/red tape, too great a focus on results and perceived interference from external bodies, which teachers/tutors and leaders in ACL providers (40%) and SFCs (36%) mentioned more frequently than those in ITPs (24%). ACL providers in particular mentioned funding constraints.

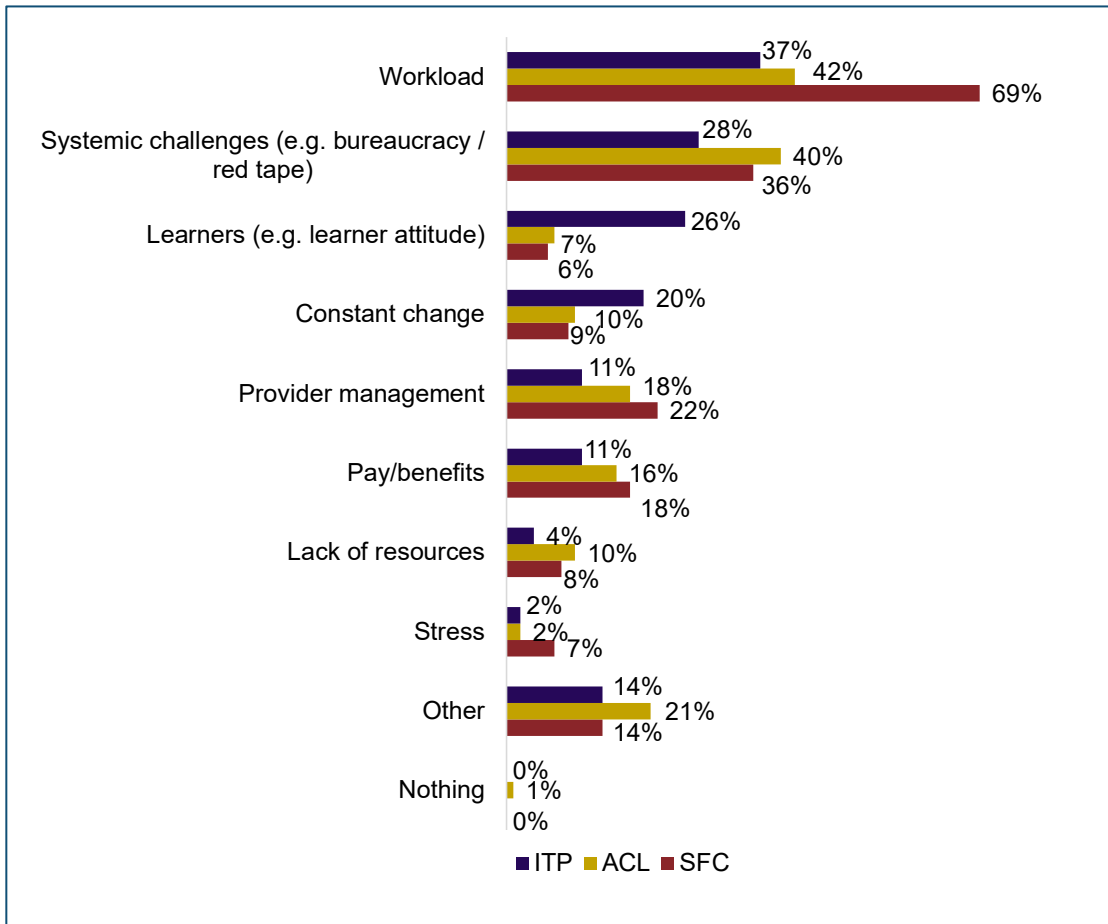
“Funding, lack of government policy in this area - adult education but more specifically community learning. Sort of lack of investment in growth, so our budget's stayed the same since 2005 so we haven't had the budget to reach new audiences and greater volumes of people because of austerity.” *Manager, ACL*

ITP staff themselves were more likely to raise issues relating to learner attitudes or behaviour (26%) compared with staff in ACL providers and SFCs. This was also true of dealing with constant change (20%), which included references to constant change in relation to both qualifications/courses and policies and procedures regarding education, as well as general references to changes in regulation/legislation.

“Generally, just the uncertainty in the sector, such as funding changes, Ofsted changes, apprentice changes.” *Manager, ITP*

³² CSS main report p.58

Figure 5.6: The most difficult aspects of working in education and training



Base: Independent Training Provider (869), Adult and Community Learning provider (211), Sixth Form College (222). G4: And what are the main difficulties of working in education and training? Figures exclude those who said 'Don't know'.

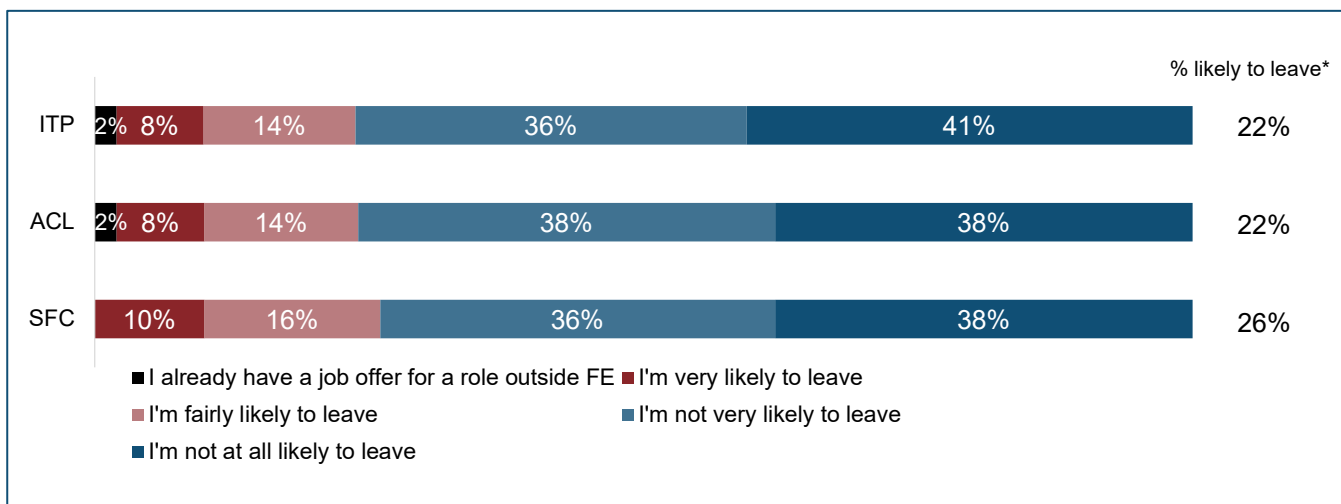
Despite teachers/tutors and leaders in SFCs earning more, on average, than their counterparts in ACL providers and ITPs, they were more likely than ITP staff to cite pay as a challenge (18%), along with ACL staff (16%). Some comments from teachers in SFCs drew direct comparison between their pay and what they would get if they worked in a school, which they perceived to be better paid.

5.5 Teachers' and leaders' reported likelihood of leaving the sector in the next 12 months

When asked about intentions to leave education and training within the next 12 months, it was evident that across all provider types that there are considerable challenges in future retention. That said, it should be borne in mind that not everyone who said that they are considering leaving the FE sector will actually go on to do so.

Figure 5.7 shows likelihood to leave the education and training sector within the next 12 months, among teaching staff only. Despite being lower than in the CSS, where two in five (42%) teachers said they were likely to leave FE within the next 12 months, around one in four teaching staff in each provider type reporting they are likely to leave.³³ Although teachers/tutors in SFCs were less satisfied with working in the education and training sector, this did not translate into a larger proportion of them wanting to leave within the next 12 months, compared to the other provider types.

Figure 5.7: Likelihood to leave the sector within the next 12 months amongst teaching staff



Base: all teachers Independent Training Provider (792), Adult and Community Learning provider (191), Sixth Form College (210). G2: How likely are you to leave the Further Education and training sector in the next 12 months? excluding those who said 'prefer not to say'

Around one in five leaders (21%) said they were likely to leave education and training within the next 12 months. This is lower than results reported in the CSS (where 33% of leaders said they were likely to leave).

5.6 Understanding the drivers of satisfaction and likelihood to leave

This section presents the results from analysis looking to understand what factors help to explain why someone might be satisfied and someone else less satisfied working in education and training and, ultimately, why someone might be considering leaving further education. A 'key driver analysis' using linear regression was used to explore the relationship between satisfaction and a wide range of possible explanatory variables,

³³ [CSS main report p.86](#)

such as length of time in current provider and type of contract.³⁴ Similarly, a separate model was run for likelihood to leave further education. The full list of explanatory variables included in the model are set out in Table 5.1.

Table 5.1 List of explanatory variables included in the models

Variables included in the drivers model	
Gender	Teaching status (QTS/ QTLS)
Age	Length of time in current provider
Income	Total length of time in education and training
Physical or mental health conditions	Type of contract (FT/ PT)
Satisfaction with opportunities (for inclusion in the overall satisfaction model and likelihood to leave)	If currently work for other education and training providers
Level of qualifications (Levels up to 7)	If currently work for other organisation outside education

Figure 5.8 presents the results from the models for overall satisfaction. Each variable that was found to have a statistically significant impact on overall satisfaction has an importance score. This shows the extent to which that variable influences satisfaction compared with other significant variables in the model. Satisfaction with opportunities was key as it was significant in all three models and in terms of impact dominated the other variables with importance scores of 87% for ACL providers, 80% for ITPs and 77% for SFCs; where satisfaction with opportunities was greater, staff were more likely to be satisfied overall.

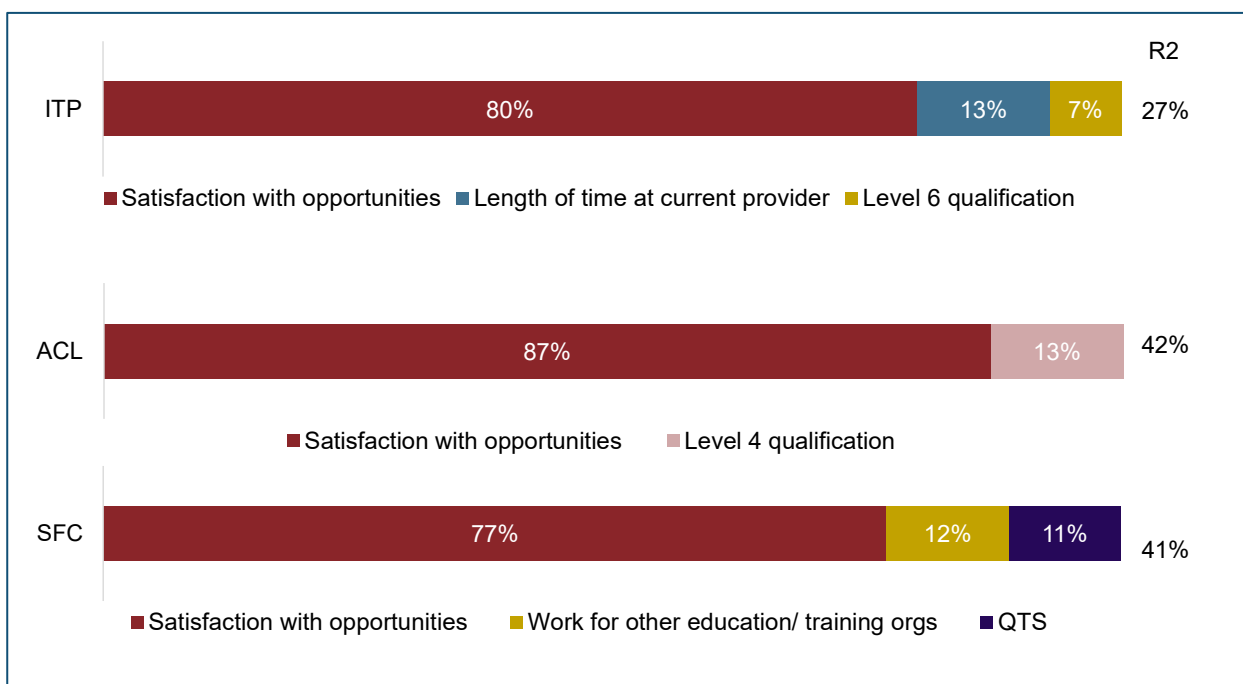
For ITPs, length of time at current provider was significant and had a negative effect on overall satisfaction. This means that the longer someone had been with a provider the less satisfied they were. In contrast, staff qualified to Level 6 were more likely to be satisfied. Qualification to Level 4 was significant for satisfaction among teachers/tutors in ACL providers and had a positive effect. Also, significant for staff working in SFCs was

³⁴ More details on the methodology and regression models employed can be found the technical report.

working for other education or training organisations, which had a negative effect. This is interesting and would be worth exploring further to understand whether taking on another job(s) is the cause or the effect of being unhappy.

Figure 5.8 also presents an R2 measure for each model. This measure is an indicator as to how effective each model is in explaining satisfaction scores. The higher R2 figures for ACL providers and SFCs show that the explanatory variables included in the model are better at explaining high and low satisfaction scores for these provider types than for ITPs. The figures show that there remains a gap in explaining satisfaction scores across all provider types. A key reason why there might be a gap is that the analysis did not account for important variables such as the difficulty of managing students, lack of autonomy in subject delivery, systemic pressures, such as management or continuous changes in education policy, and qualifications. These factors emerged as challenges experienced working in FE when teaching staff were asked to explain the rewards and difficulties in their own words.

Figure 5.8: Overall satisfaction: results from the multivariate analysis



Source: all respondents to online staff from the ETP survey with responses to the measures included in the model. Base size: 1303

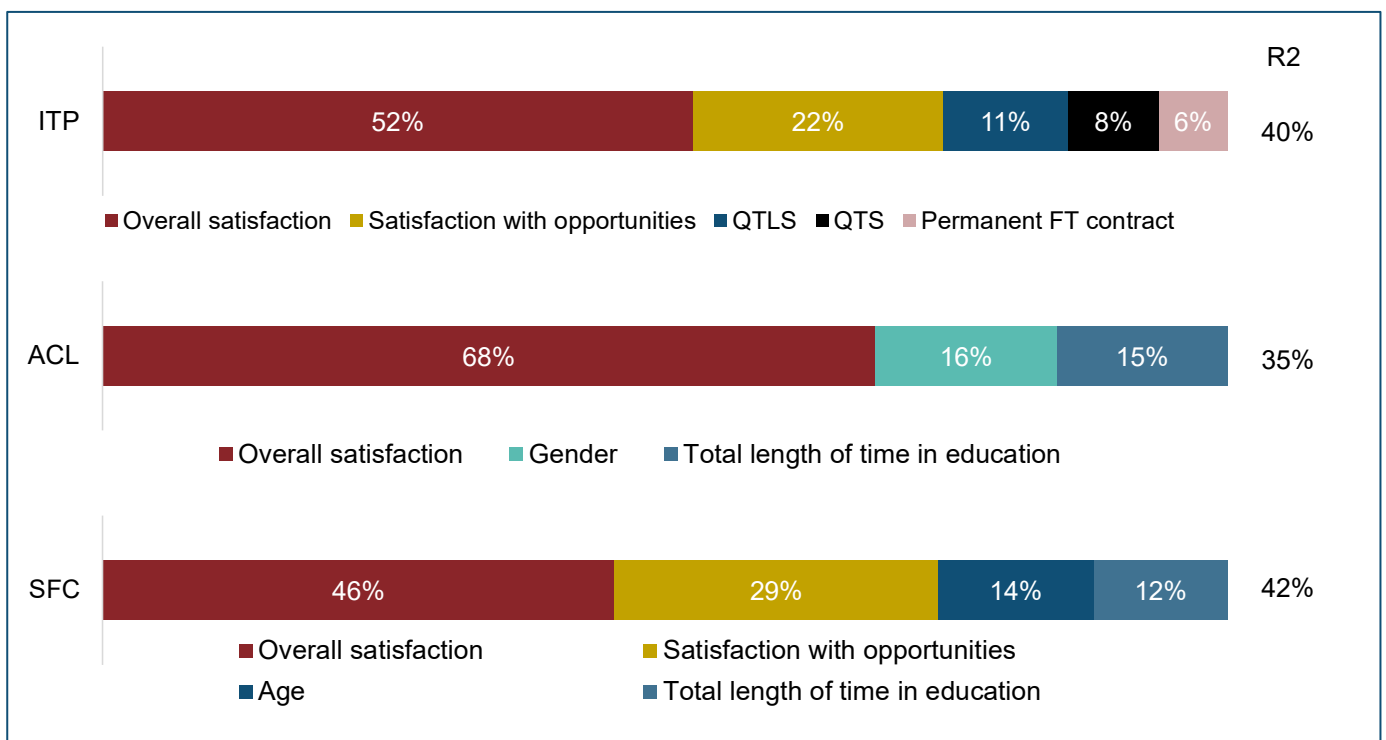
Figure 5.9 shows the results for the ‘likelihood to leave’ models. Not surprisingly, overall satisfaction was statistically significant and a key factor determining likelihood to leave in all three models. The effect was negative which means that the more satisfied a person was, the less likely they were to say they were considering leaving in the next twelve months.

Satisfaction with development opportunities was significant for both ITPs and SFCs, but not ACL providers. This is perhaps to be expected given that the part-time, flexible nature of work in ACL providers might be the very reason why staff choose to work for those providers rather than looking for career opportunities that might offer a greater prospect for development.

After overall satisfaction, gender had the second biggest effect for ACL providers. It had a negative effect in the models, which means that men were more likely to say they were considering leaving than women. Age was significant in the SFC model; it had a positive effect meaning that older people were more likely to say they were considering leaving. For ITPs, being on a permanent full-time contract was a deterrent to considering leaving.

The models for ITPs and SFCs were reasonably strong with R2 measures of 40% and 42% respectively, with the model for ACL providers a little weaker with an R2 of 35%. As with satisfaction, the figures show there remains a gap in understanding likelihood to leave with similar reasons as to why that gap remains.

Figure 5.9: Likelihood to leave: results from the multivariate analysis



Source: all respondents to online staff from the ETP survey with responses to the measures included in the model Base size: 1303.

While these models provide a simplified view of the real and complicated world, they do provide greater insight into what is driving satisfaction and whether someone is considering leaving the FE sector, and how those influencing factors vary by provider type.

6. Recruitment and retention

This chapter focuses on recruitment and retention issues for teaching staff. It looks specifically at vacancies by subject area for vocational courses, other types of provision, and academic courses. It also considers the use of supply staff to fill vacancies while recruiting. The subject areas where providers find it particularly difficult to recruit teaching, training or assessment staff are highlighted. The section concludes by looking at how recruitment has changed over time and the reported impacts of recruitment difficulties on the range of courses that providers offer. The key findings are:

- ITPs had the highest overall vacancy rate at the time of interview (23%, compared with 11% in ACL providers and 2% in SFCs).
- The nature and the extent of recruitment challenges varied across provider types and reflected the different concentration of provision within each provider type. ITPs were most likely to face challenges in recruitment in technical courses, most notably construction (68%) and engineering and manufacturing (67%), whereas SFCs were most likely to report difficulties for academic subjects, in particular physics (65%) and mathematics (50%). ACL providers were most likely to face challenges in recruiting for basic skills provision, standalone literacy, numeracy and ESOL.
- Challenges around recruitment persist, with providers more likely to disagree than agree that the numbers and quality of applications has increased over the last three years. However, providers were less negative about recruitment-related issues than FE colleges in the College Staff Survey.

6.1 Overall vacancy rates within provider type

The overall vacancy rate for teaching staff within each provider type is shown below in Table 6.1. These have been calculated by taking the number of supply staff being used to fill vacancies across subjects as a proportion of total numbers of teaching staff within each provider type. The findings show that the vacancy rate for ITPs is 23%, considerably higher than in ACL providers and SFCs (11% and 2% respectively). The figures are likely to underestimate the true level of vacancies as they do not capture vacancies that were not being covered by supply staff at the time of asking. This approach, however, captures vacancies and staffing levels for the same time period and includes academic as well as vocational staffing.

The measure is calculated differently to that reported in the CSS. The CSS measure used the overall number of vacancies reported, including vacancies filled by supply staff, for just vocational courses and other types of provision, i.e. did not include academic provision, whereas the figures reported in Table 6.1 include providers who have

vacancies for academic subjects. Taking into account these caveats, the CSS found an overall vacancy rate across the sector of approximately 3%. One further caveat to add in trying to compare the measures is that the fieldwork for the CSS took place between April and June, a different point in the academic year to the ETP survey, which took place between August and November.

Table 6.1 Overall vacancy rate within provider type

Provider type	Vacancy %
ITP	23%
ACL	11%
SFC	2%

Base: all HR respondents (ITP 473, ACL 78, SFC 31)

6.2 Vacancies by programme area and subject area

Providers who offered vocational programmes were asked to say for which of these courses they had vacancies. Overall, the numbers were small and Table 6.2 reports only the data for ITPs, due to small base sizes for the other provider types. The table shows the proportion of providers who offer a particular subject and have a vacancy in that subject. The highest proportion is for arts, media and publishing, followed by construction, standalone literacy and numeracy.

For ACL providers, key areas of provision were around ESOL and standalone literacy and numeracy programmes. More than two in five (44%) ACL providers who offered standalone literacy reported at least one vacancy, and the same proportion reported at least one vacancy for standalone numeracy. Vacancy rates were slightly lower for ESOL provision, with 41% of providers who offered it reporting at least one vacancy.

The key vocational area for SFCs was business and administrative where 42% of providers who offered the subject reported at least one vacancy.

Table 6.2: The proportion of ITPs with vacancies for vocational courses and other types of provision

	Of ITPs who offer that subject, the proportion who have at least one vacancy (%)
Arts, Media and Publishing*	42
Construction	23
Standalone Literacy	21
Standalone Numeracy	21
Agriculture, Environmental and Animal Care*	19
ESOL	18
Childcare and Education	14
Transport and Logistics	9
Legal, Finance and Accounting	9
Sports, Leisure, Travel and Tourism	8
Engineering and Manufacturing	8
Business and Administrative	5
Social Care	3
Retail and Commercial Enterprise	3
Catering and Hospitality	3
Creative and Design*	2
Digital/ IT	1

Base: all ITP HR respondents where they have said their provider offers that particular subject (ITP 473) base sizes by subject vary from 302 for Business and Administrative to 21 for Protective Services; * base sizes fall below 50 for Creative and Design, Arts, Media and Publishing, Agriculture, Environmental and Animal Care. C2 and C3. In which of the following areas/ subjects/ learning programmes do you have any vacancies? Note: only subjects with reported vacancies are shown

Table 6.3 shows the proportion of SFCs who reported that they had at least one vacancy for each of the academic subjects listed. Mathematics was the subject area most likely to have a vacancy across providers (27% of providers, which equates to six providers when taking into account the number of providers who offered it). This was followed by biology (18%), and English, business, and psychology (9% each).

Due to base sizes for ITPs and ACL providers, where there was a lower level of academic provision offered, these tables have not been included. Amongst ITPs and ACL providers who did offer some level of academic provision, English and mathematics were the two subject areas where they were most likely to report a vacancy.

Table 6.3: The proportion of SFCs with vacancies for academic courses

	Of SFCs who offer that subject the proportion who have at least one vacancy (%)
Mathematics	27
Biology	18
English	9
Business	9
Psychology	9
Art and Design	5
Chemistry	5
Law	5
Sociology	5
Religious Studies	5*

Base: all SFC HR respondents where they have said their provider offers that particular subject (SFC 31) base sizes by subject varied from 22 for Mathematics to 18 for Religious studies. C5. In which of the following academic qualifications/subject areas do you have any vacancies? Note: only subjects with vacancies reported shown

6.3 Use of supply staff to fill vacancies while recruiting

The HR survey asked providers how many vacancies in vocational subjects had been filled by supply staff over the preceding twelve months. The survey was carried out between August to November for ITPs, and September to November for SFCs and ACL providers. The timing of the survey may impact on the volumes of supply staff being reported, especially when compared with the CSS which was conducted between April and June.

Table 6.4 shows the proportion of supply staff as a proportion of all teaching staff for each subject, by provider type (these figures were presented in Chapter 2).³⁵ For ITPs, supply staff constituted approximately 5% of teaching staff in agriculture, environmental and animal care and in legal, finance and accounting. For SFCs, social care and creative and design had the highest number of vacancies being filled by supply staff, but as a proportion of the overall teaching population each subject constituted just 2%. Business and administrative, the vocational subject most likely to be delivered by SFCs, also had a relatively high reliance on supply staff (10%). While ACL providers made use of supply staff for some of the subject areas listed, the numbers were too small after rounding to include. The low numbers of supply staff are likely to relate to the different contractual nature of teachers/tutors within ACL providers, where there is a much higher prevalence

³⁵ These figures can be found in Tables 2.5, 2.6, 2.7 in Chapter 2.

of sessional/flexible contracts (as discussed in Chapter 2). This means the need for supply staff to cover specific lessons/courses may be more limited.

The CSS found the proportion of all teaching posts filled by supply staff was highest for construction (7%), followed by engineering and manufacturing (6%) and legal, finance and accounting (5%).³⁶

Table 6.4: Use of supply staff for delivering vocational subjects (top 10 subject areas by provider type)

ITP			ACL			SFC		
	No. of positions filled by supply staff (n) ¹	% of all teaching staff filled by supply (%)		No. of positions filled by supply staff (n) ¹	% of all teaching staff filled by supply (%)		No. of positions filled by supply staff (n) ¹	% of all teaching staff filled by supply (%)
Agriculture	10	5	Business	*	*	Social Care	10	14
Legal	20	5	Catering	*	*	Creative	10	14
Construction	20	4	Digital/ IT	*	*	Business	20	10
Business	70	4	Health	*	*	Arts	10	4
Sports	10	3	Social Care	*	*	Health	10	4
Transport	10	3	Arts	0	0	Childcare	*	*
Engineering	20	2	Agriculture	0	0	Construction	*	*
Digital/ IT	10	2	Childcare	0	0	Digital/ IT	*	*
Social Care	10	1	Construction	0	0	Engineering	*	*
Catering	*	*	Creative	0	0	Legal	*	*

Base: 1 - supply staff figures rounded to the nearest ten; * denotes figure zero when rounded to nearest ten or less than 0.5% of all teaching staff; all HR respondents where they have said their provider offers that particular subject (ITP 473, ACL 78, SFC 31). C6. Across the last 12 months, how many vacancies in each of the following areas/subjects have been filled by supply staff whilst you have been recruiting? Please note the names of some subjects have been shortened.

The survey asked about the number of vacancies filled by supply staff for other types of provision. Table 6.5 shows that SFCs were most reliant on supply staff to deliver SEN or supported learning provision (6%). For ACL providers, the key areas were ESOL and standalone literacy (2%) and for ITPs supply staff were most likely to be used for preparation for work (2%) and standalone literacy and numeracy provision (1% each). The CSS found that FE colleges were most likely to use supply staff for delivering maths/ numeracy provision (6%) and English/ literacy (4%).

³⁶ [CSS main report p.80](#)

Table 6.5 Use of supply staff for delivering other types of provision

	ITPs		ACL providers			SFCs		
	No. of positions filled by supply staff (n) ¹	% of all teaching staff filled by supply (%)		No. of positions filled by supply staff (n) ¹	% of all teaching staff filled by supply (%)		No. of positions filled by supply staff (n) ¹	% of all teaching staff filled by supply (%)
Preparation for Work	20	2	ESOL	10	2	SEN	10	6
Literacy	10	1	Literacy	10	2	Preparation for Work	*	*
Numeracy	10	1	Numeracy	*	*	Life skills	*	*
ESOL	*	*	Preparation for Work	*	*	ESOL	0	0
SEN	*	*	SEN	0	0	Literacy	0	0
Life skills	*	*	Life skills	0	0	Numeracy	0	0

Base: 1 - supply staff figures rounded to the nearest ten; * denotes figure zero when rounded to nearest ten or less than 0.5% of all teaching staff; all HR respondents where they have said their provider offers that particular subject (ITP 473, ACL 78, SFC 31), C7. Across the last 12 months, how many vacancies have been filled by supply staff in the following learning programmes whilst you have been recruiting?

6.4 Subjects where recruitment is difficult

6.4.1 Vocational and other non-academic provision

Providers were asked how easy or difficult it was to recruit for teaching, training and assessment vacancies in each of the subjects they offered. Table 6.6 shows the number of providers who found it difficult to recruit for vocational subjects and other types of non-academic provision, by provider type.

Amongst ITPs, construction, and engineering and manufacturing were the most difficult (68% and 67% respectively), followed by digital/IT, and legal, finance and accounting (59%). For ACL providers, recruitment difficulties reflected the subject areas where they were most likely to report vacancies, with standalone numeracy, ESOL and standalone literacy reported as being most difficult. Other subject areas are based on relatively small base sizes and should be treated as indicative. The base sizes for SFCs were particularly small and have not been reported. The overall picture reflects the recruitment difficulties

observed in the CSS, which found that engineering and manufacturing was most difficult (88%), followed by construction (79%) and numeracy (69%).³⁷

Table 6.6: Vocational subjects and other non-academic provision which provider find it difficult to recruit for

ITPs		ACL providers	
Subject	Find difficult (%)	Subject	Find difficult (%)
Construction	68	Standalone numeracy	67
Engineering and Manufacturing	67	Construction	64*
Digital/IT	59	ESOL	60
Legal, Finance and Accounting	59	Standalone literacy	59
Protective Services	48	Digital/IT	52
Social Care	42	SEN or Supported learning provision	42
Agriculture, Environmental and Animal Care	42	Legal, Finance and Accounting	34
Health and Science	40	Social Care	34
Transport and Logistics	39	Engineering and Manufacturing	33*
Childcare and Education	38	Childcare and Education	29
Standalone numeracy	36	Creative and Design	27
SEN or Supported learning provision	35	Hair and Beauty	26
Creative and Design	33	Sales, Marketing and Procurement	25*
Catering and Hospitality	32	Business and Administrative	25
Hair and Beauty	28	Catering and Hospitality	24
Sales, Marketing and Procurement	27	Arts, Media and Publishing	24
Business and Administrative	25	Health and Science	23
ESOL	25	Life skills	21
Standalone literacy	24	Transport and Logistics	20*
Sport, Leisure, Travel and Tourism	22	Preparation for work	17
Retail and Commercial Enterprise	21	Sport, Leisure, Travel and Tourism	16
Arts, Media and Publishing	19	Agriculture, Environmental and Animal Care	11*
Preparation for work	16	Retail and Commercial Enterprise	7
Life skills	11	Protective Services	0*

Base: * denotes very small base sizes, results should be treated as indicative; all HR respondents where they have said their provider offers that particular subject (total level ITP 473, ACL provider 78, SFC 31), C9. In which of the following areas/ subjects would you say it is difficult to recruit skilled teaching, training or assessment staff? Please note several subject titles

³⁷ [CSS main report p.84](#)

have been abbreviated. C11. In which of the following learning programmes would you say it is difficult to recruit skilled teaching, training and assessment staff?

6.4.2 Academic courses

The survey also asked about the difficulty in recruiting staff for academic subjects. Table 6.7 shows the results for SFCs, who were most likely to offer any of the academic subjects listed. It shows that physics teachers were the most difficult to recruit (65%) followed by mathematics (50%) and chemistry (45%). The base sizes for ITPs were very low for this type of provision, hence the results are not included in the table. Of those who offered any of the subjects listed, law came out as being the most difficult to recruit, followed by chemistry and biology. Similarly, the bases for ACLs were very low and the results should be treated as indicative. Again, law, followed by mathematics and physics, were the three academic subject areas where it was hardest for them to recruit. The CSS found that the most difficult academic subject area to recruit teachers was mathematics (74%).³⁸

³⁸ [CSS main report p.85](#)

Table 6.7: Academic subjects that SFCs find difficult to recruit for

SFCs	
Subject	Find difficult (%)
Physics	65
Mathematics	50
Chemistry	45
Geography	35
German	33*
Biology	29
Economics	25
Religious Studies	22
Politics	21
History	20
Business Studies	19
Law	15
Sociology	15
English	14
French	11
Drama	11
Psychology	10
Art and Design	10
Design	9
Physical Education	5
Media	0

Base: * denotes very small base sizes, results should be treated as indicative, ** course not offered; all HR respondents where they have said their provider offers that particular subject (total level ITP 473, ACL 78, SFC 31), C13. And in which of the following academic areas/ subjects, including but not limited to A-Levels and GCSEs, would you say it is difficult to recruit skilled teaching, training or assessment staff? Please note Design and Technology has been abbreviated to Design in the table and Media/ Film/ TV studies has been abbreviated to Media.

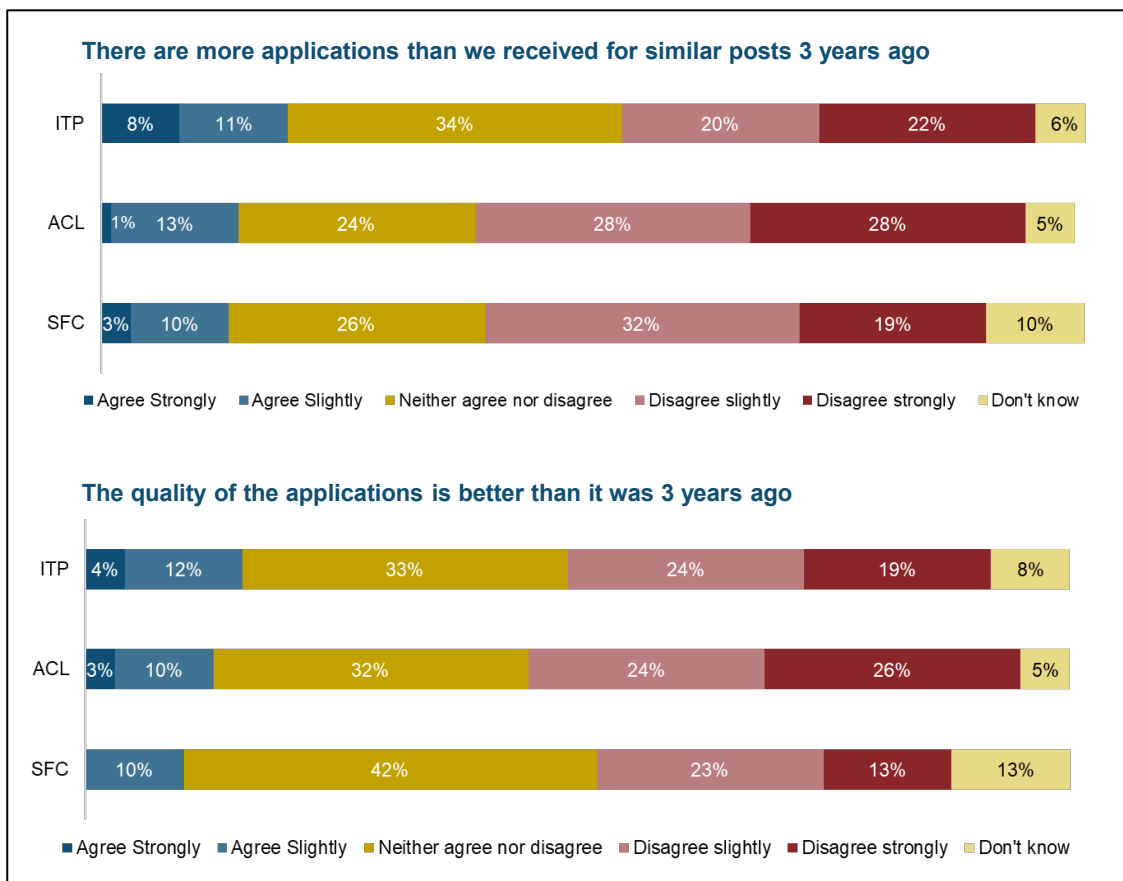
6.5 Views on the ease and quality of teaching staff recruitment over time

The HR survey sought to understand how recruitment of teaching staff has changed over the last three years. The findings show that challenges persist, although the overall picture is more positive than was the case with the CSS.

HR managers or their equivalents were asked about the number and quality of applications they receive now compared with similar posts three years ago (Figure 6.1). More than half of ACL providers and SFCs disagreed or strongly disagreed that they receive more applications now (56% and 52% respectively); compared with 42% for

ITPs³⁹. The level of disagreement in the CSS was higher, at 73%.⁴⁰ ITPs were more likely to agree or strongly agree that they receive more applications now than they did three years ago (18%) compared with ACL providers (14%) and SFCs (13%). Only 9% of FE colleges who took part in the CSS agreed that they receive more applications now than three years ago.⁴⁰

Figure 6.1: Number and quality of applications



Base: all HR respondents (ITP, 473, ACL 78, SFC 31), C15 Thinking about when you have most recently recruited for new staff involved in teaching, training or assessment, how strongly do you agree or disagree with the following?

Looking at the perceived quality of applications, half of all ACL providers disagreed or strongly disagreed (50%) that the quality of applications today is better than it was three years ago. This compares with two out of five ITPs (43%) and one in three SFCs (35%).

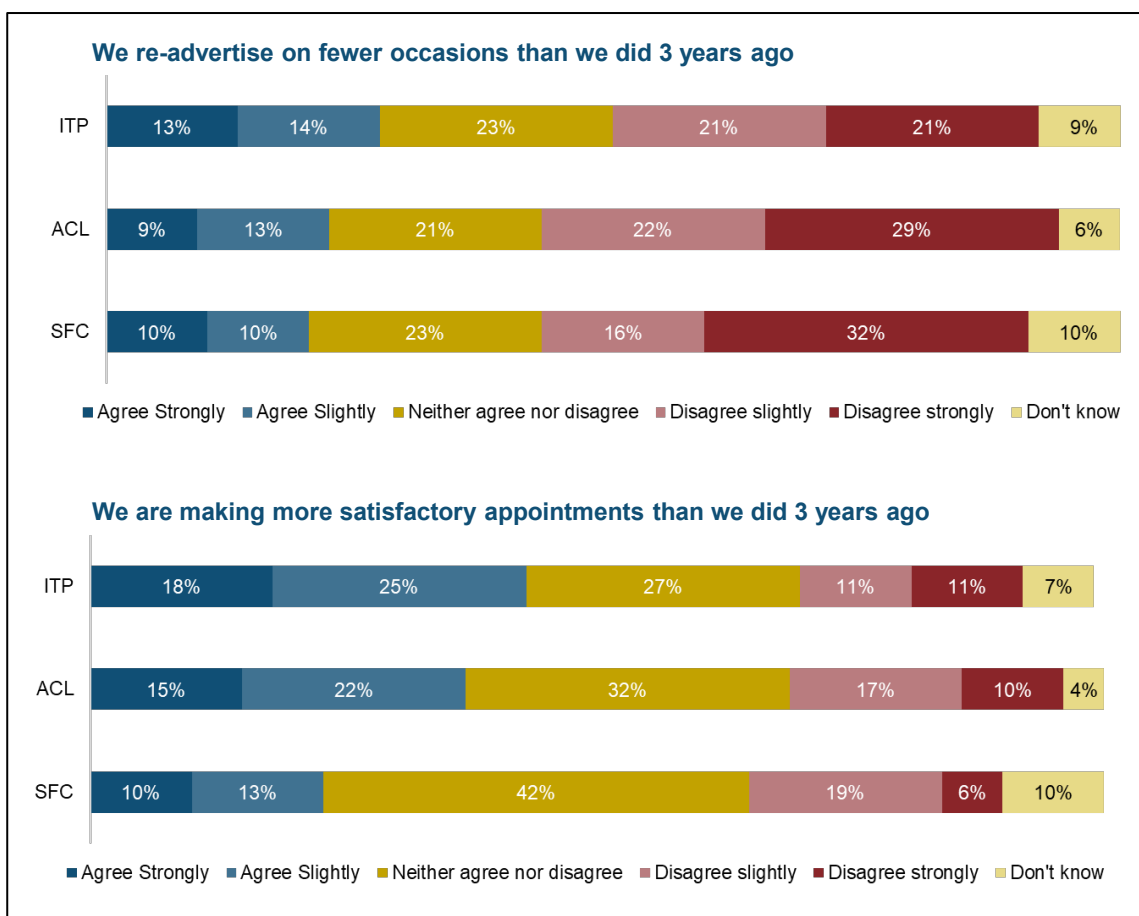
³⁹ Where aggregated figures have been presented for example combining 'Disagree strongly' and Disagree slightly' the percentage has been calculated based on the absolute numbers who gave each of those responses rather than summing the bars in the chart. Often this leads to the same figure, as for the 56% for ACLs, but occasionally there might be a small difference due to rounding, as with SFCs (51% based on the chart but 52% calculated using the raw number of responses).

⁴⁰ [CSS main report p.85](#)

Again, disagreement was higher among FE colleges who took part in the CSS, at 63%. Around one in six ITPs agreed that there had been a positive shift in the quality of applications (16%), more so than ACL providers (13%) and SFCs (10%).

The survey also asked about the need to re-advertise posts (because they have not been successfully filled) and whether this has changed over the last three years (Figure 6.2). As with other measures, all providers were more likely to disagree than agree: 51% of ACL providers, 48% of SFCs and 42% of ITPs. Again, the proportion of providers disagreeing was significantly higher in the CSS where 76% of FE colleges disagreed that they were re-advertising on fewer occasions compared with three years ago.⁴¹

Figure 6.2: Extent of re-advertising and satisfaction with appointments



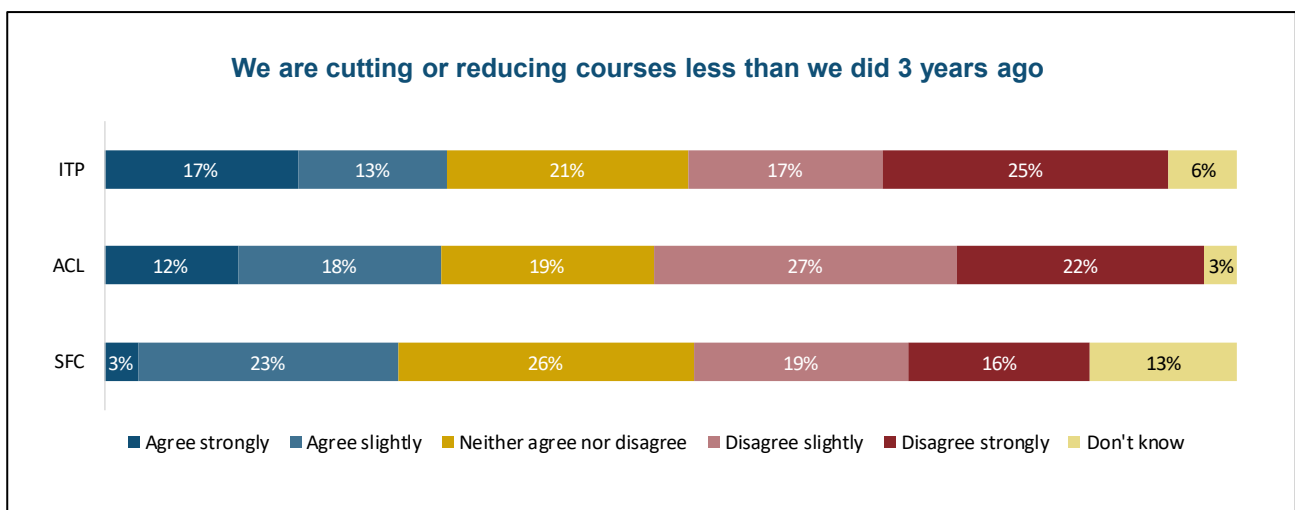
Base: all HR respondents (ITP, 473, ACL 78, SFC 31), C15 Thinking about when you have most recently recruited for new staff involved in teaching, training or assessment, how strongly do you agree or disagree with the following?

⁴¹ [CSS main report p.86](#)

ACL providers and ITPs were more likely to agree or strongly agree that they are making more satisfactory appointments compared with three years ago (37% and 43% respectively) compared with 23% of SFCs. In the CSS, the comparable figure among FE colleges was lower, at 18%.⁴²

HR managers or their equivalents were asked whether they have had to implement fewer cuts or reductions in the courses they offer (due to staffing issues) compared to three years ago (Figure 6.3). Around one in three ITPs and ACL providers agreed or strongly agreed that they have cut or reduced fewer courses compared with three years ago (30% for both), and around one in four SFCs (26%). This question was not asked on the CSS. While some providers may cut courses due to lack of staff, it should be noted that there is a range of other reasons why courses may be cut or reduced, and the survey did not explore these in depth due to time constraints. These include factors such as: lower demand from employers or learners; reduced funding levels; or replacement by alternative courses (especially in the case of apprenticeships, which have moved from frameworks to standards).

Figure 6.3: Changes in the number of courses offered



Base: all HR respondents (ITP 473, ACL 78, SFC 31), C15 Thinking about when you have most recently recruited for new staff involved in teaching, training or assessment, how strongly do you agree or disagree with the following?

⁴² [CSS main report p.85](#)

7. Conclusions

Having a strong education and training sector is crucial, not only to delivering on current reforms to the sector aimed at young people but also for wider changes around the devolved Adult Education Budget and the forthcoming new National Retraining Scheme. More generally, FE has been championed as one of the key ways to 'level up' opportunities and improve social mobility across the country.

This survey builds on the workforce data provided by the CSS in general and specialist FE colleges, to extend this insight into the skills and experience of leaders and teaching staff, in the wider education and training sector - within ITPs, ACL providers and SFCs.

This survey estimates there are around 37,500 teaching staff working for ITPs, SFCs and ACL providers and over 51,000 once managers are also taken into account.

This research has revealed notable differences in workforce composition by types of provider, with teachers/tutors in SFCs and teaching staff in ITPs more likely to be employed on a permanent full-time contract, while teachers/tutors in ACL providers are more likely to be employed part-time or on a sessional basis. This links to the nature of provision offered across these parts of the education and training sector, which is also very diverse. There are also distinct patterns in the highest level of teaching qualification held by staff across the different provider types (with teaching staff in SFCs more likely to be qualified at Level 7), and in their level of experience working outside of education, which is considerably less common than for teaching staff working in ITPs.

While retention is clearly a challenge, with around one in four teaching staff reporting that they are likely to leave education and training in the next 12 months (22% each in ITPs and ACL providers, and 26% in SFCs), this is lower than for teaching staff in FE colleges (42%). Leaders across the ETP survey were also less likely than those in FE colleges to report that they were likely to leave within 12 months (21% compared with 33% in the CSS).

There are positives too – the majority of teaching staff are satisfied with working in the sector (77% in ACL providers and ITPs, and 65% in SFCs) and most are satisfied with their opportunities for career development (73% in ITPs, and 59% in ACL providers – higher than the level reported by staff in SFCs (50%) and in the CSS).

Helping learners to reach their potential and to progress in their careers were the most commonly mentioned rewards of working in education and training; while workload, systemic issues such as too much bureaucracy, and learner attitudes/ behaviours were identified as the main difficulties. Workload was a particular issue among staff in SFCs.

8. Appendix

8.1 Infographic overviews of findings by provider type

Figure 8.1 Infographic overview of Independent Training Providers (ITPs)

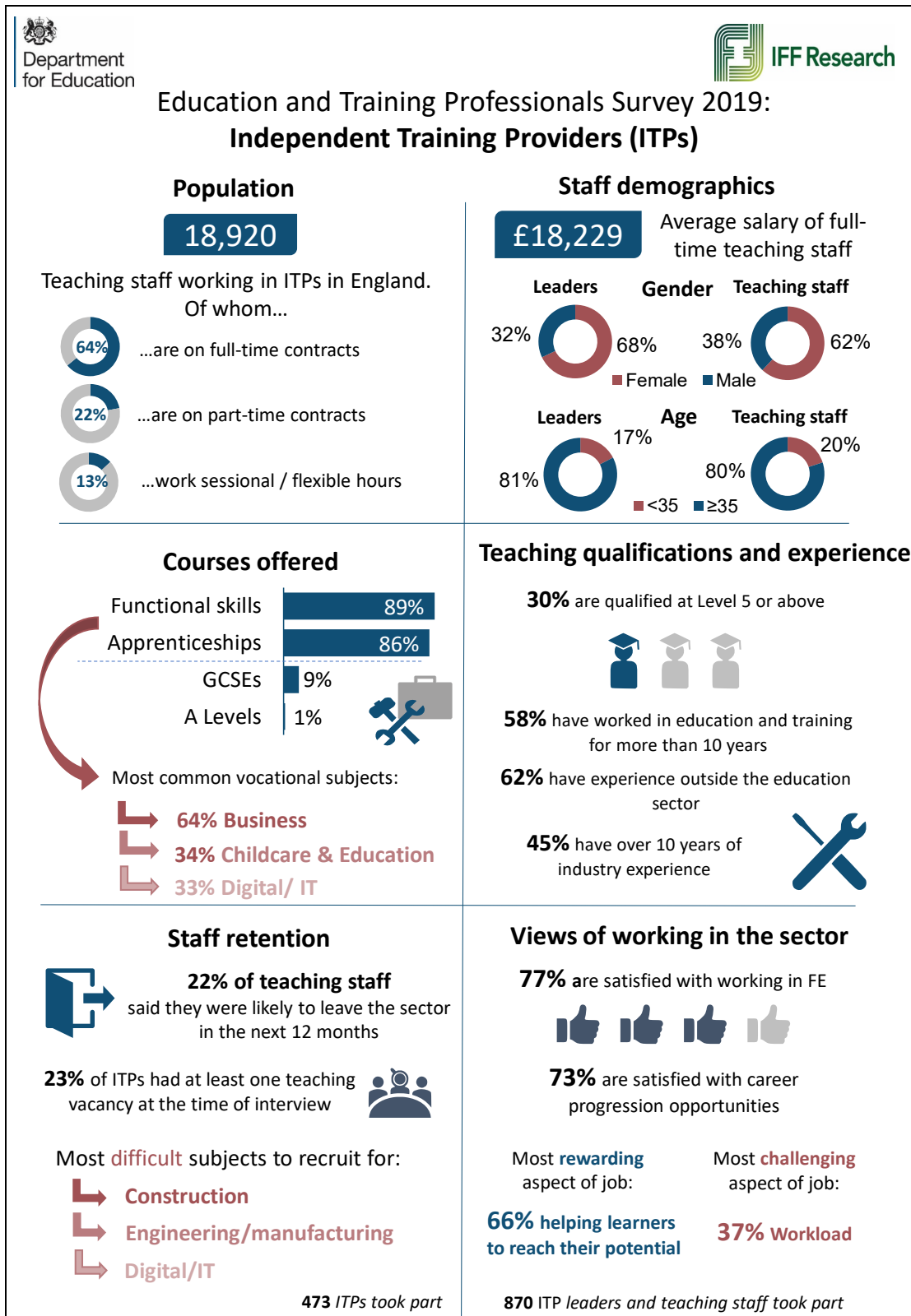


Figure 8.2 Infographic overview of Adult and Community Learning (ACL) providers

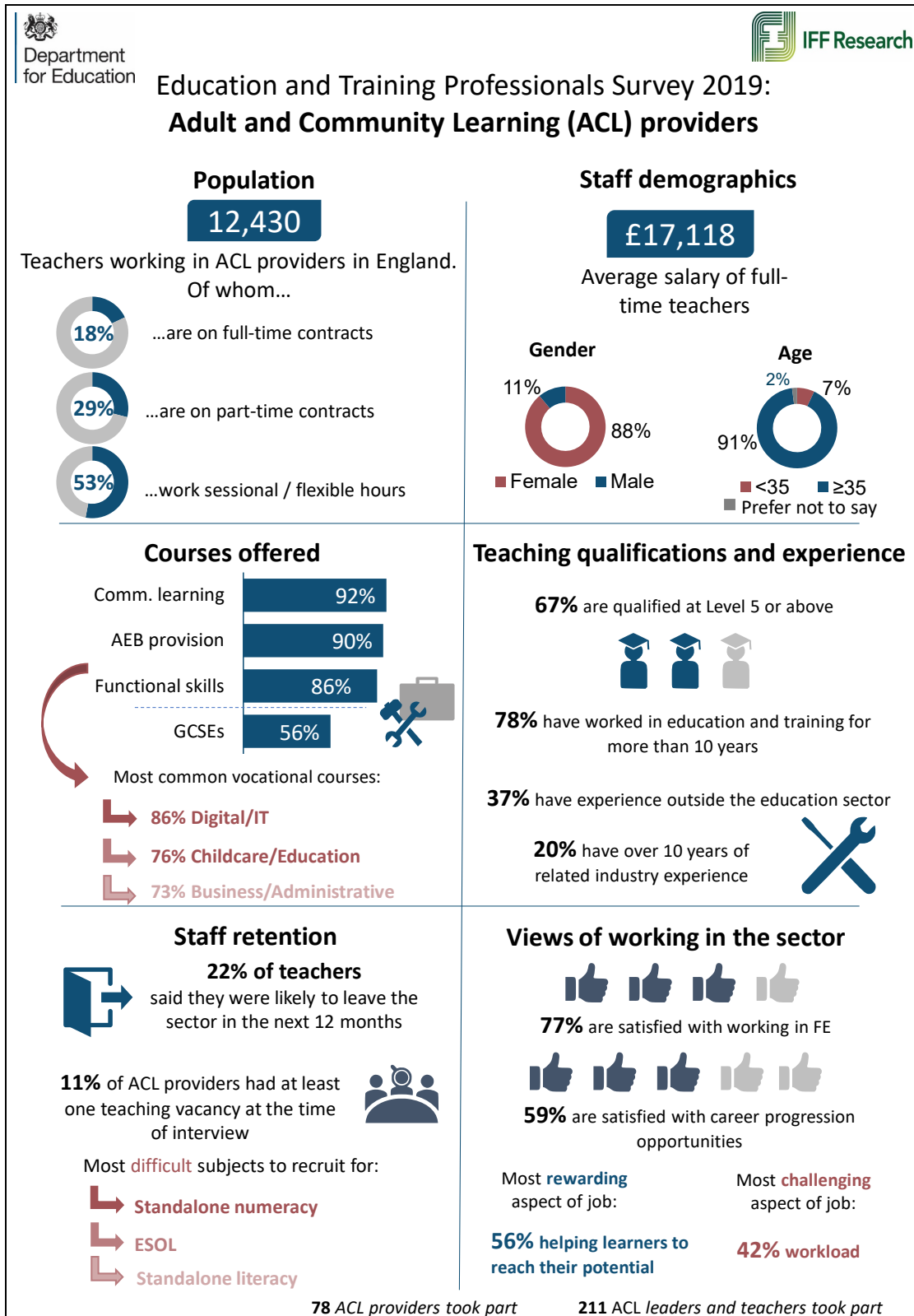
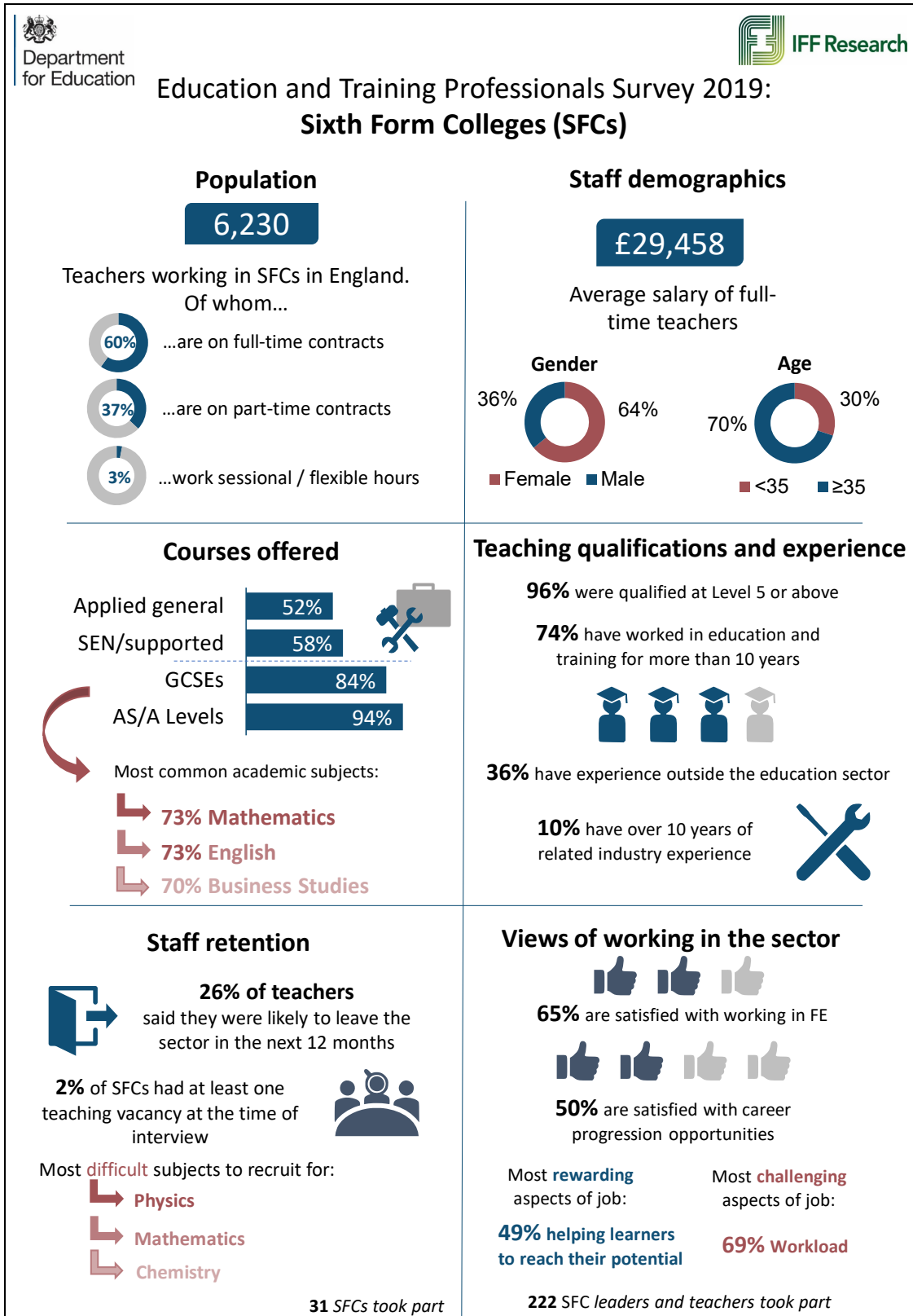


Figure 8.3 Infographic overview of Sixth Form Colleges (SFCs)





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For any enquiries regarding this publication, contact us at: joas.flynn@education.gov.uk
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